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ABSTRACT

A two-part study evaluated the effectiveness of Longfellow School's primary-grade whole-language literacy project. Part 1 of the study began in the academic year 1984-85 with children in standard English and bilingual classes in grade K-3. Over a 5-year period, a total of 1,021 individual assessments were carried out on 336 students. Data consisted of samples of students' work, classroom observations, and teacher interviews. Part 2 of the study collected additional follow-up data on two cohorts, conducted 13 child studies, analyzed summary data, described the context of learning at the school, and critiqued the instruments used. Results from both parts indicated that: (1) all children in standard classes remaining in the program learned to read and write competently by the time they were in the upper elementary grades; (2) children learned in uneven increments, not according to grade level expectations; (3) children in bilingual classes began school with less knowledge of the conventions of print than those in standard classes but made equivalent gains between kindergarten and first grade; (4) sources of literacy learning varied; (5) questions of morale and self-respect were central to learning; (6) teachers represented a continuum of beliefs and practices; (7) children were exposed to literature on a daily basis; and (8) all teachers changed their beliefs and practices to some extent. (Numerous unnumbered charts, graphs, and tables of data are included; a history of the project, further information about the instruments, and copies of texts used for the oral reading samples are attached.) (RS)

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LONGFELLOW SCHOOL LITERACY PROJECT: A FIVE-YEAR STUDY OF OUTCOMES FROM A WHOLE LANGUAGE PROGRAM IN THE PRIMARY GRADES*

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December, 1991

CS010894

NOTE: In this version of the report, the names of the students have been changed to "documentation names" in order to safeguard privacy.

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EVALUATION STUDY: LONGFELLOW SCHOOL LITERACY PROJECT

PART ONE

Acknowledgements

Our first debt of gratitude is to the General Cinema Corporation for a generous three-year grant which made this longitudinal study possible. The grant has supported both the collection of data and analysis of the results. We hope the value of our findings to the schools and research community will justify the confidence General Cinema has shown in our project.

Again Beth Lerman was responsible for the efficient organization of the extensive one-to-one assessment procedure with its myriad details and unpredictable snags and problems. We were lucky to have a fine evaluation team carrying out the tasks: in addition to Beth, the team included Mary Snow, Kerri MacDonald, Kennan Abbate, Liana Laughlin and Brenda Engel.

Primary grade teachers participated in the study to the extent they were able, taking responsibility for testing some of the students in their classes: Sati Singh, Maria Castro, Ellen Thompson, Diane Graham, Fran Phetteplace, Charlene Morrison, Joyce Patterson and Kathy Head. We also want to thank teachers of grades four through seven, for their gracious cooperation with members of the evaluation team.

Janet Palladino, Early Childhood Resource Specialist at the Longfellow School, did selective testing and gave invaluable help with information and organizational matters. Lynn Stuart, Coordinator of Primary Grades for the Cambridge Public Schools, was, as always, a supportive, informed and encouraging presence. Shelley Midkiff-Borunda gave useful advice on the format and contents of the report. Mary Snow, representing, with Lynn Stuart, the ongoing congenial, productive collaboration between the Cambridge School system and Lesley College, served as both knowledgeable critic and participant in the study.

Finally, we recognize the continuing debt we all owe to Don Holdaway, the tutelary spirit behind both the Literacy Project and the Evaluation Study.

I. INTRODUCTION

Background

In 1978 the Cambridge School Department instituted, in several of the city's elementary schools, an innovative structure called the "K-3 Model" designed to meet the special needs of children as far as possible within normal classroom settings. During the summer of 1983, developmental literacy (or Whole Language) theory, a view of learning compatible with that of the K-3 Model, was introduced into the Model, first at the Longfellow School. Don Holdaway, an internationally recognized authority on literacy learning, became the initial consultant to the new Project, hired jointly by the Cambridge School Department and Lesley College.

The Cambridge-Lesley Literacy Project, as it then became known, moved instruction in the direction of a more natural and powerful "whole language" approach to early literacy, emphasizing teaching botn processes and strategies within the context of active language use. Meaning, function, relevance and joy in literacy replaced memorization of rules and practice of subskills as teaching priorities. [See Appendix for history of the Model.]

The Evaluation Study: Rationale

The Evaluation Study was begun at the pilot school during the second year of the Project, 1984-85, in response to a perceived need to keep track of children's learning in new ways, given new understandings about literacy learning. The Study was designed to meet two research needs: 1) to find out if students in the Program were progressing at normally expected rates 2) to explore evaluation tools consistent with Whole Language practice in the early grades.

The relationship between practice and evaluation is traditionally assumed to be linear: something occurs, it is evaluated, changes are made accordingly. (First graders are taught to read, they are tested, those who don't measure up to standard expectations receive remediation or are held back.) The actual relationship between practice and evaluation, however, has come to be understood, recently, as interactive rather than sequential or linear. Evaluation actively influences practice. Standardized tests define what is to be valued and, in so doing, cast a strong shadow over the curriculum. This shadow, the anticipation of evaluation, affects what is taught and how.

Any teacher who departs from prescribed method or content of the curriculum must be aware of the risk he/she is running for both him/herself and the children in the class: damage to professional reputation for the teacher and failure for the children. Quite

reasonably, few are willing to take that risk. Thus evaluation tends to hold back progress and change in education. Old methods, even when not fully believed in, persist and become intensified before testing periods. New methods are sometimes compromised.

Developmental literacy theory, because it is based on a relatively new view of how reading and writing develop and thus implies new practices, is particularly susceptible to subversion by standardized testing. According to this theory, the definition of the word "literacy" shifts from "mastery of skills" or "decoding" to "constructing meaning." The implications of psycholinguistic theory behind this shift apply to evaluation as well which, as we've argued, is interactive with theory and practice. It is inconsistent, even unfair, to teach children to read for meaning and then test them for knowledge out of a meaningful context.

In the long run, after literacy is well established, children should be able to deal successfully with any reasonable test. While they are still in the process of learning concepts, however, and establishing an understanding of a complex activity--of what reading is all about-- standardized testing is off the mark, sometimes damaging and often unduly influential.

Part of the purpose, then, of this study is to demonstrate the usefulness of evaluation methods more consonant with developmental theory.

Principles of Evaluation

Some of the assumptions informing the Study are:

* Literacy learning is an extension of language learning and begins virtually at birth.

* Literacy learning is developmental, moving from clumsy approximations towards competence.

* Literacy learning, like language itself, is inherently social, therefore it prospers within a community of learners.

* Individual children learn at different rates and in different ways.

* The impulse towards making meaning is at the heart of literacy learning.

* Learning to read and write, like all learning, is basically in the hands of the learner.

* The self respect of the child as both as individual and member of a community is of primary importance.

Some of the implications for evaluation are:

* Evaluation of a developmental process like literacy learning should itself be developmental/longitudinal.

* Assessment methods should take into account the strategies children bring to the task, especially the demand for meaning and the significance of self-correction.

* The most effective--informative and useful-- evaluation in the primary grades is descriptive rather than prescriptive, a process of "keeping track," rather than of confrontation.

* Methods of assessment should involve reading and writing of whole texts, not the testing of isolated skills.

* The best evidence of learning is direct evidence, i.e., documentation.

* Assessment should always be in the interest of the children being assessed.

* Evaluation should be aligned with the ultimate purpose of the activity: the purpose of learning to read is to be able to read--to make available a universe of knowledge and experience. The purpose of learning to write is to be able to write--to express oneself, construct thought and communicate with others in printed symbols.

Scope of Study

The Evaluation Study began in the academic year, 1984-85 with children in grades K-3, standard English and bilingual (in Spanish) classes. Each year, as the children entered a higher grade, new kindergarten classes were added to the study. Over the five year period, a total number of 1,021 individual assessments were carried out. It should be understood, however, that since the progress of many students was assessed up to five times, the number of actual students in the study was smaller--336.

grades	1984-1985	1985-1986	1986-1987	1987-1988	1988-1989	total -
K	33	35	36	30	34	= 168
one	20	31	33	28	34	= 146
two	21	17	28	27	23	= 116
three	33	25	21	32	32	= 143
four	-	20	26	15	25	= 86
five	-	-	17	21	16	= 54
six	-	-	-	15	18	= 33
seven	-	-	-	-	15	= 15
Bil K	22	20	11	12	25	= 90
Bil 1/2	14	12	18	19	20	= 83
Bil 2/3	18	16	16	24	13	= 87
totals	161	176	206	223	255	= 1,021

Classes moving up through the grades are defined as "cohorts." Each cohort is identified by the last two digits of the year the group entered kindergarten. Thus, for example, the oldest group in the Study who were already in grade three in the fall of 1984, the year the Study began, became Cohort 81: i.e. they had entered kindergarten three years previously, in the fall of 1981.

All children who entered the school in grades K-3 are included in the Study. No new children were added above grade 3 except those transferring in from bilingual classes at the pilot school.

Cohort sizes tend to decrease after grade 3 because some children move away or leave the school for other reasons. Since bilingual classes are essentially ungraded, they are not organized by cohort.

Basic data for the Study, collected over a five-year period, consist of: samples of students' work, classroom observations, teacher interviews, and statistical information about students as well as the results of three instruments (or "test-like procedures")--Concepts about Print, Oral Reading Samples and Visual Cue Writing Samples.

Statistical information and the results of the three instruments are reported in Part One of the Evaluation Study. Part Two, to be completed by fall, 1990, will include further analysis of the data, some additional follow-up information, results of longitudinal child studies and an analysis of the context of learning at the pilot school.

Instruments (see Appendix for more detailed information about both administration and scoring)

A. Concepts about Print: This instrument was developed by Marie M Clay, part of a diagnostic survey of young children's knowledge of reading and writing. The test was administered individually to children in kindergarten and grade one. The examiner asks the child a series of 24 questions as she reads, together with the child, a illustrated story, Stones (or, alternatively, Sand). The score represents how many of the questions the child is able to answer.

B. Oral Reading Sample: Each child was recorded reading aloud a story chosen from a graded series and estimated to be at an appropriate level for that particular child. Tapes were analyzed and scored for five indicators: word-by-word accuracy, ratio of meaningful miscues (or mistakes) compared to total miscues, ratio of self-corrections to total miscues, comprehension (based on a re-telling by the child) and the text level (in order of difficulty, not by grade level). (The texts are all included in the Appendix.)

C. Visual Cue Writing Sample: Children were asked to write a story ("Spelling and punctuation don't count") in response to a photograph they could choose from a selection of 24. The children's stories were scored for the number of words contained, words per sentence and imaginative content.

II. Literacy Learning

Explanations: The cohort profiles which follow contain the following descriptive data:

A: Graphs

Each graph represents a developmental view of progress in reading of an entire grade. The graphs are based on the levels of text the children were able to read (derive meaning from) at the time of the Oral Reading Samples in the spring of each year. Text level are indicated across the bottom of the graph, numbered according to increasing difficulty, with 21 the maximum possibility. Each patterned segment on the horizontal bars represent one year of development.

In cases where a section of pattern is missing, letter symbols on the bar indicate the reason why:

> E- "Emergent Readers" is a term used to describe children who can employ all the strategies used in mature reading except close attention to and recognition of the visual details of print which result in accurate textual reading. In the past, emergent readers might have been described as "non-readers". Since we now understand reading and writing as natural extensions of language learning, we recognize that even infants have considerable knowledge of print which they will be able to turn to good use as they become readers and writers later on.
>
> BI- Bilingual student learning English and/or transferred in from a bilingual class.
>
> A- Absent/not at the pilot school until after grade one or two.

A double-line division between patterns indicates no progress evident.

The paired vertical lines on each graph (labeled "area expecs") indicate the area of expectation in terms of text level for children in this grade.

B. Profile of Cohort

These sections contain comments on the progress of the cohort as a whole, also on selected students.

C. Informational Tables: Key to abbreviations

Minitab identification of computer files (Minitab Data Analysis Software, State College, PA.)

Cohrt cohort number taken from last two digits of the year child entered kindergarten.

i.d. school identification number

sx sex of child; 1=male, 2=female

dob date of child's birth: the digit(s) before the decimal point indicates month, the digits after the decimal point indicate day of month and year. Thus 2.0581 =February 5, 1981.

YrsL number of years, beginning in 1984, child has been at pilot school:
1=one, 11=two years, 111=three years, etc.
0=repeated year
2=year in bilingual class
Thus 221 indicates child has spent two years in bilingual classes, one year in standard; 01 indicates two years at same grade level.

Ethnc school department ethnic code: 2= Black, 6= White
5= Hispanic

lnch translated into numbers from school department code for free or reduced cost lunch: 1= reduced cost, 2= free

ps number of pupil services received during current year

age age of child in months at specified date

CAP Concepts about Print: number of correct responses out of possible 24

VCW Visual Cue Writing Sample (see Appendix B for explanation)
wds number of words
wps words per sentence
cnt content rating

OR Oral Reading Assessment (see Appendix B for explanation)
acc word-by-word accuracy percentage
msc ratio of meaningful miscues
sc ratio of self-corrections
cmp completeness of retelling (comprehension)
txt level of text

GRADES K-7, STANDARD CLASSES

Kindergarten, Cohort 88

Minitab: litate.txt
litate.mtw

N=34

		i.d.	sex	dob	yrs Lngfl	eth nic	lnch	ps	age mos	
1.	Daniel B	19303	1	6.0483	1	6	0	0	72	10
2.	Katherine B	18893	2	5.2983	1	6	0	0	72	18
3.	Joe C	17087	1	10.0583	1	6	0	0	68	14
4.	Marco C	18894	1	9.0383	1	5	1	0	69	14
5.	Alicia C	18900	2	2.2684	1	6	1	0	63	11
6.	Edwin D	18909	1	5.0483	1	6	0	1	73	7
7.	Leah D	17202	2	2.0583	01	6	0	0	76	11
8.	Carlina D	18912	2	1.2884	1	6	0	0	64	14
9	Vanya F	19132	1	7.2783	1	2	1	0	70	15
10.	Kirk D	19314	1	4.0183	1	5	0	0	74	12
11.	Carmen F	19101	2	4.1483	1	5	1	1	74	12
12.	Dewey F	19374	1	3.2684	1	6	0	0	62	10
13.	Barbara G	19295	2	6.2283	1	6	0	0	71	13
14.	Jonas H	19689	1	1.2784	1	6	1	1	64	10
15.	Kandy H	18907	2	2.1084	1	6	0	0	64	14
16.	Margaret H	18908	2	1.2484	1	6	0	0	64	10
17.	Rico J	19777	1	2.2784	1	2	1	1	63	9
18.	Rafe K	18897	1	9.0883	1	3	1	0	69	9
19.	Adria L	19370	2	3.0884	1	6	0	1	63	12
20.	Nancy L	20169	2	12.0683	1	6	0	0	66	21
21.	Hester L	18899	2	10.0983	1	6	0	0	68	20
22.	Ben N	19977	1	3.1784	1	3	0	0	62	5
23.	Dana O	19945	1	11.0383	1	2	1	0	67	7
24.	Karla P	18910	2	11.2083	1	6	0	0	66	11
25.	Ardris R	17203	2	3.0583	1	6	1	1	75	12
26.	Rima S	18906	2	2.1583	1	6	0	0	76	15
27.	Suzanne S	18911	2	4.0583	1	2	1	1	74	8
28.	Amanda S	18903	2	12.1783	1	2	1	1	65	13
29.	Arnoldo S	19425	1	3.2884	1	6	0	0	62	10
30.	Tom T	19099	1	8.1683	1	2	0	0	69	11
31.	Cal T	19115	1	8.0183	1	6	0	0	70	14
32.	Lina V	18905	2	11.30 83	1	6	0	0	66	16
33.	Erin W	18567	2	5.1983	1	2	1	0	72	12
34.	Jean Z	19114	2	10.0583	1	6	0	0	68	16

Kindergarten

Concepts about Print was individually administered to 34 kindergarten children. In this assessment, the examiner asks the child a series of questions in the course of reading aloud a simple, illustrated story. The questions probe whether the child knows, for instance, where the front of the book is, understands directionality in reading (left-right, top-bottom), knows what a letter is, what a word is, and so on. [For more details, see Appendix.]

The children in this particular cohort, entering kindergarten in September, 1988, were able to answer between 5 and 21 questions correctly--- signifying a wide range, within the group, of experience with books and print. The group median was 12 correct responses, 1 point below the average of median scores over the previous five years (13).

It should be noted that 10 of the children, almost a third of the class, spoke another language before English: Vanya F Suzanne S, and Rico J-- Haitian Creole; Carmen F, Marco C and Kirk D-- Spanish; Rafe K, and Ben N--Chinese; Hester L--Russian; and Alicia C--Italian. These children are indicated by asterisks in the lists below.

Although Concepts about Print is not intended to predict later success in reading (nor in our experience, does it serve this purpose), some of the children who gave relatively few correct responses may turn out to need more experience with spoken and written English before they become early readers in the primary grades.

Children who gave between five and ten correct responses:

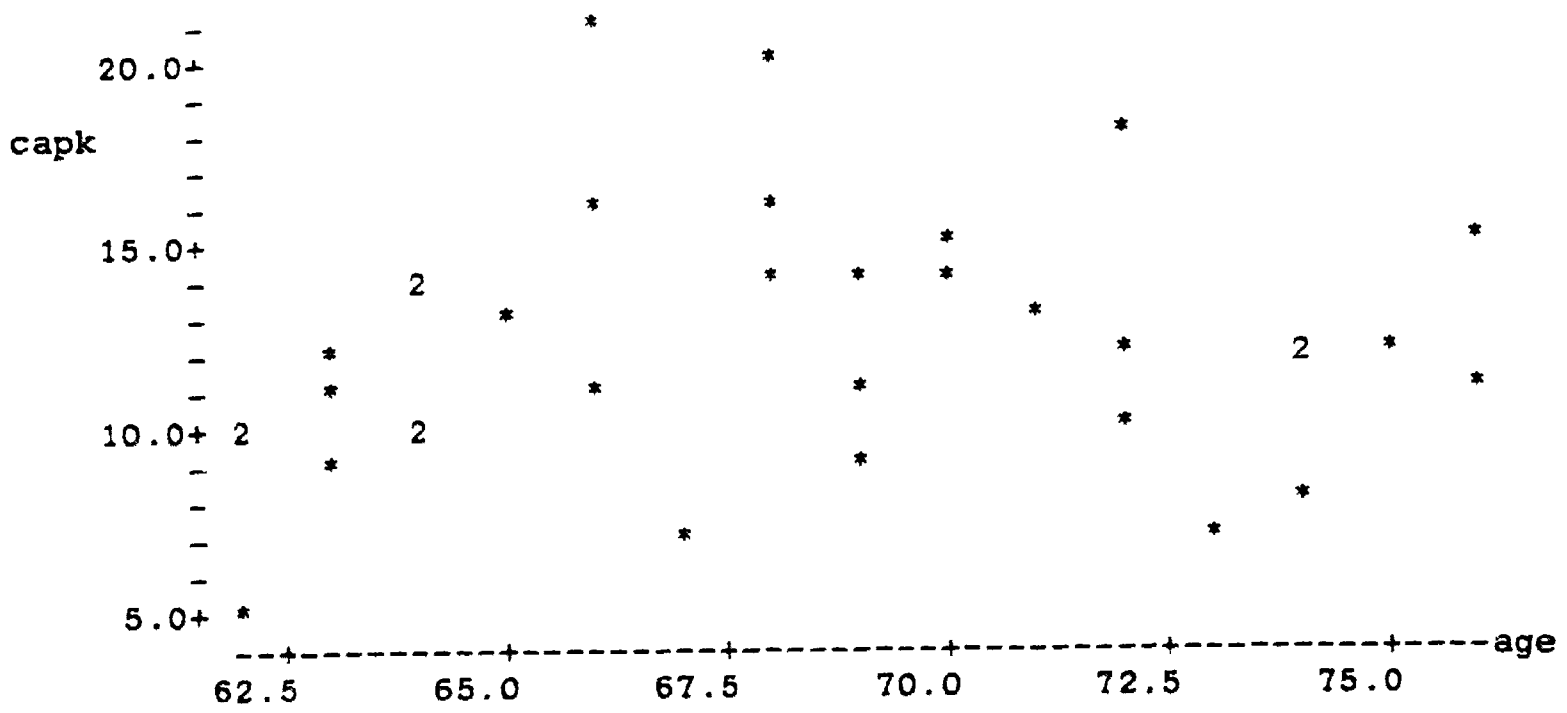
*Ben N	XXXXX	5
Dana O	XXXXXXX	7
Edwin D	XXXXXXX	7
*Suzanne S	XXXXXXXX	8
*Rico J	XXXXXXXXX	9
*Rafe K	XXXXXXXXX	9
Arnoldo S	XXXXXXXXXX	10
Margaret H	XXXXXXXXXX	10
Jonas H	XXXXXXXXXX	10
Dewey F	XXXXXXXXXX	10
Daniel B	XXXXXXXXXX	10

Seven of the above group (all except Edwin, , Daniel, Suzanne, and Rafe) were relatively young, below average in a class where the average age was 5 years, 8 months in May of the year.

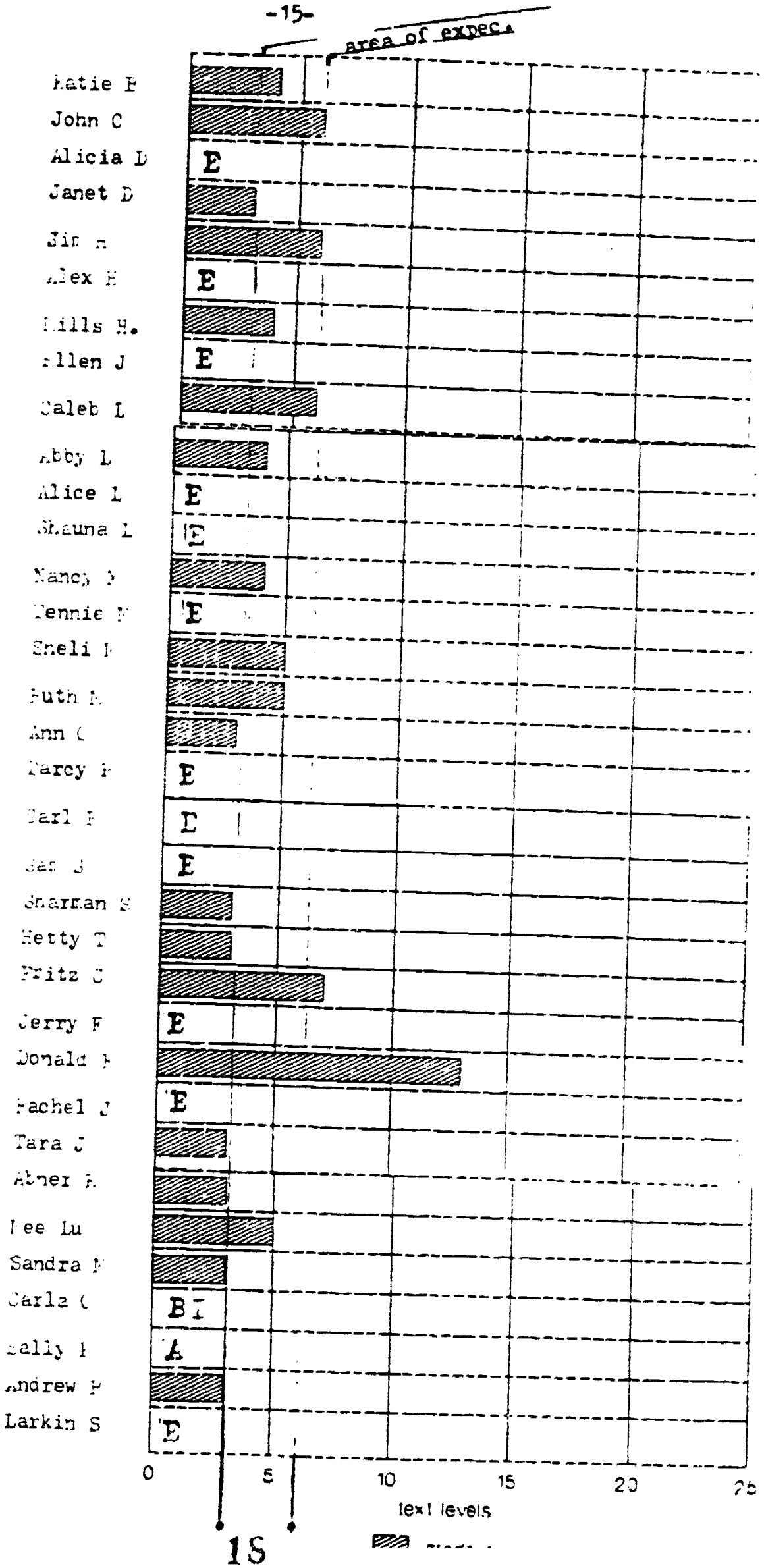
The remaining 23, two thirds of the class, responded as follows:

```
Alicia C          XXXXXXXXXXX      11
Karla P           XXXXXXXXXXX      11
Tom T             XXXXXXXXXXX      11
Leah D            XXXXXXXXXXXX      12
Kirk D            XXXXXXXXXXXX      12
Ardris R          XXXXXXXXXXXX      12
Carmen F          XXXXXXXXXXXX      12
Erin W            XXXXXXXXXXXX      12
Adria L           XXXXXXXXXXXX      12
Amanda S          XXXXXXXXXXXXX      13
Barbara G         XXXXXXXXXXXXX      13
Cal T             XXXXXXXXXXXXXX      14
Kandy H           XXXXXXXXXXXXXX      14
Carlina D         XXXXXXXXXXXXXX      14
Joe C             XXXXXXXXXXXXXX      14
Marco C           XXXXXXXXXXXXXX      14
Vanya F           XXXXXXXXXXXXXXX      15
Rima S            XXXXXXXXXXXXXXX      15
Lina V            XXXXXXXXXXXXXXXXX      16
Jean Z            XXXXXXXXXXXXXXXX      16
Katherine B       XXXXXXXXXXXXXXXXXX          18
Hester L          XXXXXXXXXXXXXXXXXXXX          20
Nancy L           XXXXXXXXXXXXXXXXXXXXX          21
```

It might be noted that children native in a language other than English were not in general characterized by low scores in Concepts about Print. Also, high scores were not distinctly age-related, as the following scatterplot shows:



cohort 87
grade one



Grade 1, Cohort 87

Minitab litsev.txt
litsev.mtw

N=34

	I.d.	sx	dob	yrs L	eth nc	ch	ps	age mos 6/88	CAP K	CAP gr1	------or '89---------- acc	msc	sc	cmp	txt
1. Katie B	17204	2	6.2182	11	2	0	0	71	18	21	96	50	33	3	4
2. John C	17448	1	9.2882	11	6	0	0	68	12	23	99	75	50	4	6
3. Alicia D	17764	2	1.0683	11	2	1	0	65	15	15	E	E	E	E	E
4. Janet D	17193	2	7.2182	11	5	1	0	70	11	19	96	16	33	2	3
5. Jim H	17207	1	8.2282	11	[illegible]	0	0	69	16	21	98	80	40	3	6
6. Alex H	17300	1	7.1182	11	2	1	0	71	4	12	E	E	E	E	E
7. Mills H	17200	1	6.0882	11	6	0	0	72	18	20	95	30	10	3	4
8. Ellen J	16977	2	5.0982	11	2	0	0	73	8	17	E	E	E	E	E
9. Caleb L	17206	1	5.2282	11	6	0	0	72	16	16	96	46	29	4	6
10. Abby L	17196	2	7.0782	11	6	0	0	71	15	19	98	66	33	4	4
11. Alice L	17327	2	1.2283	11	6	0	0	64	9	20	E	E	E	E	E
12. Shauna L	17325	2	2.0583	11	2	0	0	64	12	16	E	E	E	E	E
13. Nancy M	15356	2	2.0482	11	6	0	0	76	16	22	98	87	62	4	4
14. Tennie M	18292	2	10.0783	11	5	1	0	68	4	13	E	E	E	E	E
15. Sheli M	17198	2	12.0982	11	5	1	0	66	14	20	92	38	0	2	5
16. Ruth M	17587	2	4.0282	11	2	0	0	74	17	17	96	36	50	2	5
17. Ann O	17554	2	10.0782	11	6	0	0	68	13	21	95	78	42	3	3
18. Darcy P	17190	1	3.1282	11	2	0	0	75	9	13	E	E	E	E	E
19. Carl F	17209	1	3.0482	11	2	1	0	75	6	16	E	E	E	E	E
20. Sam S.	17205	1	5.1082	11	6	1	1	73	9	17	E	E	E	E	E
21 Sharman S	17208	2	6.2182	11	6	0	0	71	14	18	93	21	29	1	3
22. Hetty T	17194	2	11.1881	11	6	0	0	78	14	18	96	50	40	2	3
23. Fritz C	19211	2	1.2482	1	6	1	0	76	*	21	97	58	16	4	7
24 Jerry F	19959	1	6.1681	1	6	0	0	84	*	*	E	E	E	E	E
25. Donald F	19396	1	2.0282	1	6	0	0	75	*	23	97	90	10	4	13
26. Rachel J	16215	2	5.0982	1	2	0	0	73	*	16	E	E	E	E	E
27 Tara J	16220	2	1.0382	101	2	1	1	77	*	19	94	75	44	3	3
28 Abner K	15355	1	3.2282	101	3	1	0	74	*	17	94	72	38	3	3
29 Mee Lu	18298	2	9.1782	1	3	1	0	68	*	20	97	71	14	4	5
30 Sandra M	17982	2	7.0482	1	5	1	1	71	*	15	98	0	0	2	3
31. Carla O	17864	2	12.1782	21	5	1	1	65	*	17	E	E	E	E	E
32. Sally P	19212	2	11.1782	1	6	1	0	66	*	18	*	*	*	*	*
33. Andrew R	15653	1	5.1781	101	6	1	1	84	*	21	89	70	33	3	3
34. Larkin S	16825	1	9.1581	11	2	1	0	81	11	15	E	E	E	E	E

----VCW'89------		
wds	wps	cnt
41	5.1	3.5
42	6	3.5
E	E	E
41	10.2	3.5
33	5.5	3.5
42	5.2	3.5
*	*	*
E	E	E
31	15.5	4
*	*	*
30	10	3.5
14	14	*
27	9	2.5
*	*	*
48	4.8	3
25	5	2
*	*	*
40	3.3	*
13	6.5	1
12	1	3
39	4.9	3.5
51	4.6	4
105	17.5	3.5
14	7	3.5
44	7.3	4
38	4.8	2.5
*	*	*
36	5.1	3.5
16	1	2.5
13	6.5	2.5
89	7.4	4
49	5.4	3.5
22	7.3	3.5
4	1	2.5

GRADE ONE Cohort 87

This class of 34 children offers a varied picture. Several of the children are foreign language speakers or come from radically different backgrounds in terms of language and culture. Some will probably not become early readers before second grade or third grade. 23 of the children (approximate two thirds) had been in kindergarten at Longfellow School the previous year. Three children were repeating first grade, one was transferred in from the bilingual program and seven were new to the school.

Concepts about Print (see previous section on kindergarten) was administered to 33 children in April. The median score was 18, (out of a possible 24), about the same as the average of median scores over the previous five years (18.2). Of the 23 children who had been given this assessment the previous year in kindergarten, some made dramatic progress, others little or none (see reported scores on following pages).

An Oral Reading Assessment was also administered in April, to 34 children. Each child was tape recorded reading a graded text, the tapes later scored along five parameters--accuracy, meaningful miscues ratio, self-correction ratio, comprehension and text level. (For fuller explanation, see Appendix.) The reading levels of four groups of children will be listed separately below. "Expected levels" for grade one are between 3 and 6.

Group continuing at Longfellow School (23 children)

13 of this group were reading text numbers as follows. Note that the numbers represent sequencing assigned by the publishers, not grade levels. The texts included in the Appendix can be identified by these assigned numbers. Numbers 3-6 are considered appropriate for first graders. Asterisks indicate children with first languages other than English.

Hetty T	XXX 3
Sharman S	XXX 3
*Janet D	XXX 3
Ann O	XXX 3
Mills H	XXXX 4
Nancy M	XXXX 4
Abby L	XXXX 4
Katie B	XXXX 4
*Sheli M	XXXXX 5
Ruth M	XXXXX 5
Jim H	XXXXXX 6
John C	XXXXXX 6
Caleb L	XXXXXX 6

Ten of the group of children who at been at Longfellow School the previous year were still emergent readers in the spring of their

first grade year (an unusually high proportion). These children, not included in the above list, are: Alicia D, Alex H, Ellen J, Alice L, Shauna L, Tennie M, Darcy P, Carl P. Sam S, and Larkin S. It should be noted that six of this group have a first language other than English.

New children (7)

Two of this group were still emergent readers in April: Jerry F and Rachel J. One was not tested: Sally P. The other four were reading as follows:

*Sandra M	XXX 3	
*Mee Lu	XXXXX 5	
Fritz C	XXXXXXX 7	
Donald F	XXXXXXXXXXXXX	13

Children retained from previous year (3)

Tara J	XXX 3	
*Abner K	XXX 3	
Andrew R	XXX 3	

Transferred from bilingual class

Carla O was still an emergent reader in April..

Comments on literacy learning of selected students

Alicia D

Alicia read expressively and voluntarily corrected her own mistakes when they made no sense. During the oral reading sample she seemed engaged and tried hard to get meaning from the story--altogether, a determined emergent reader.

Although Alicia made little evident forward progress and showed no gain in the Concepts about Print assessment from the previous year, she may have been in a period of consolidation and seemed quite ready to move forward into early reading.

Alex H

During the oral reading, Alex seemed clear about what he knew, confident and engaged--a child who "knows his own mind."

Alex is an emergent reader; the easiest of the oral reading samples, Baby Bear, was still too hard. He did, however, recognize a number of words by sight and is beginning to have a sense of sound-letter relationships.

Ellen J

Ellen seemed somewhat tired and diffident during the oral reading assessment. According to the examiner, she "needs much more immersion in predictable, easy texts...seems to have little context, concepts or language to go on... may have been very shy and frightened with me....no affect or enjoyment at all." Ellen's difficulty may also have to do with cultural differences and involve more than just literacy learning.

Ellen made excellent gains on Concepts about Print from the previous year (from 8 to 17 correct responses).

Alice L

Alice L is on the border between emergent and early reading. The examiner felt she was "catching on" but needed more work on "what makes sense."

Alice's score on Concepts about Print went up dramatically in one year from 9 to 20.

Shauna L

One of the younger first graders, Shauna may need more time before she is ready to become an early reader.

According to the examiner, she "knows letters...can read some words by sight." She gained four points from the previous year on Concepts about Print.

Tennie M

A second language learner (native in Spanish) Tennie showed a strong tendency towards self-correction in the oral reading sample. She read "The Surprise Fish" with a high level of accuracy (97.4%) and expressiveness. She used appropriate intonation, for example, when reading a sentence ending with a question mark.

Tennie's score on Concepts about Print was 13, up from 4 the previous year. She seems very much on the border between emergent and early reading.

Darcy P

Darcy is a child who started further back than most in terms of book knowledge. He entered kindergarten soon after coming from Jamaica and missed school for weeks at a time during that first year. He has been very eager to learn, however, and showed keen

interest in stories and literature from the start--even though he had few concepts about print. During the oral reading interview, the examiner noted that Darcy gave "a wonderful emergent reading just merging into early reading but not at all consistently. Fully understands pattern and plot and enjoys joke."

After a slow start in grade 1, Darcy made a breakthrough in understanding, in April and should make good progress in grade two.

Carl P

Carl began school with relative lack of book knowledge. He an engaged hardworking student, serious about learning. His oral reading of a familiar text, "Little Pigs," was animated and expressive.

Carl was just beginning to understand literacy concepts by the end of first grade. His score on the assessment went from 6 in kindergarten, to 16 in grade 1, a significant gain. He should become an early reader in grade 2.

Sam S

During the oral reading sample Sam seemed tense, anxious about failure. Possibly as a consequence, he had difficulty focusing on the text.

Sam gained 8 correct responses in one year on Concepts about Print (9 to 17). He is on the borderline of becoming an early reader.

Jerry F

Jerry is native in Spanish and came very recently from Peru. Although bilingual, he seems fluent in oral English. From the oral reading sample he was identified as an emergent reader with "no sense of word-by-word matching. " It is evident from the tape, however, that Jerry as a strong sense of both rhythm and rhyme and takes pleasure in the sounds of language.

There is some concern that Jerry is almost eight years old and doesn't yet seem to grasp the relationship between the printed and spoken word.

Rachel J

Rachel is a strong emergent reader, expressive, self-correcting and able to use a variety of clues for understanding, including phonics and context. Her comprehension on the oral reading sample was excellent.

Rachel is very much on the edge of being an early reader and should move forward easily in grade two.

Sandra M

Sandra read a passage from a basal reader she brought to the interview with competence but little expression. On the assessment selection, The Elephant's Birthday, she "de-coded" word by word with a high accuracy rate but little understanding. She seemed to put so much effort into reading each word that she lost the overall meaning of the story.

Sandra can de-code competently but needs encouragement to really read--to enjoy and find meaning in print.

Carla O

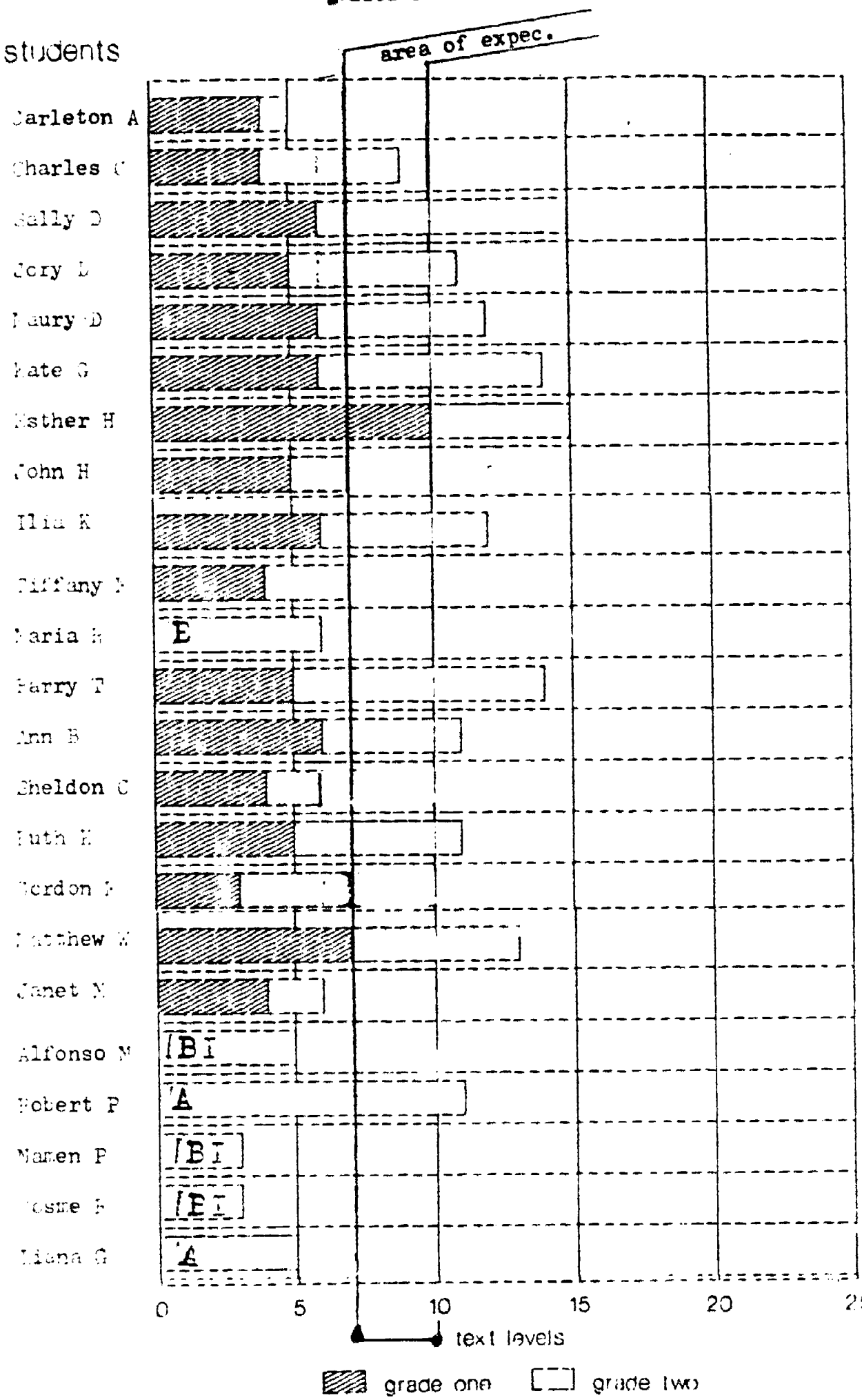
Carla was one of the younger first graders and a Spanish speaker. Carla made a dramatic gain on Concepts about Print, 9 points in one year. According to the examiner, she understands story sequences and can "do more than was evident on the tape." She is on the edge of early reading although she still has difficulty with meaning in English.

Andrew R

Andrew was repeating grade one. He read text level 3 with a good ratio of meaningful miscues though rather low rate of self correction. His accuracy was only 80%, however and he is perhaps still on the border between emergent and early reading. The examiner believes Andrew should get help with reading "quickly."

Larkin S

Larkin is beginning to deal with literacy learning in his own way, "really beginning to cross check [clues]," according to the examiner. He read a familiar text with 100% accuracy. He should become an early reader in second grade. Although native in English, the difference in pronunciation of Jamaican English makes literacy learning a three-way process for a child like Larkin, almost the same as for a foreign language speaker.



reading levels over two-year period

Grade Two, Cohort 86

Minitab: litsix.txt
litsix.mtw

N=23

	i.d.	sx	dob	yrs L	eth nc	ln ch	ps	age mos
1. Carleton A	15636	1	2.2281	11	6	1	0	74
2. Charles C	15791	1	1.0782	11	6	1	0	64
3. Sally D	15787	2	7.0481	11	2	1	0	70
4. Jory D	15635	1	12.2381	11	6	0	1	65
5. Maury D	15368	1	2.0681	11	6	0	0	75
6. Kate G	15696	2	4.3081	11	2	0	0	72
7. Esther H	15366	2	6.2881	11	6	0	0	70
8. John H	15293	1	3.0881	11	6	0	0	74
9. Ilia K	15364	2	6.2981	11	6	0	0	70
10 Tiffany M	15363	2	3.0481	11	6	0	0	74
11 Maria R	16715	2	5.0881	11	2	1	0	72
12 Barry T	15792	1	1.0881	11	3	0	0	76
13 Ann B	17492	2	5.2681	1	6	0	0	71
14 Sheldon C	17921	1	6.1781	1	6	1	1	70
15 Ruth K	13074	2	2.0281	01	3	1	0	75
16 Gordon M	14130	1	10.0380	1	6	1	0	79
17 Matthew W	16135	1	5.1481	11	6	0	0	72
18 Janet M	15948	2	10.2081	11	5	0	1	67
19 Alfonso M	14280	1	8.1380	2221	5	1	1	81
20 Robert P	19332	1	*	1	6	0	0	75
21 Namen P	13624	1	3.2080	2221	5	1	1	85
22 Cosme R	14382	1	11.1380	2221	5	1	0	78
23 Liana G	12393	2	1.2680	1	6	1	1	87

	--CAP--				---VCW '88---			------OR '88-----				----OR '89-------			
	K	gr1	wds	wps	cnt	acc	msc	sc	cmp	txt	acc	msc	sc	cmp	txt
1.	14	16	28	5.56	3.5	92	52	23	3	4	98	71	43	3	5
2.	12	20	34	11.30	2.0	95	66	44	2	4	95	47	21	2	9
3.	16	22	59	5.90	4.0	97	77	38	2	6	96	54	31	4	15
4.	13	17	40	4.40	3.5	93	36	14	2	5	97	80	35	3	11
5.	20	22	103	7.40	4.5	97	93	50	3	6	97	93	7	4	12
6.	15	23	69	6.30	4.0	94	84	21	3	6	98	56	50	3	14
7.	15	20	47	5.20	4.0	96	77	23	3	10	96	69	31	4	15
8.	13	23	34	4.90	3.5	97	67	33	3	5	99	50	50	3	7
9.	13	21	96	12.00	4.0	97	64	18	4	6	98	66	42	4	12
10.	18	22	40	5.00	4.0	95	57	29	3	4	98	53	38	1	7
11.	12	*	98	9.80	4.0	E	E	E	E	E	95	84	8	3	6
12.	13	21	24	8.00	3.5	93	79	14	4	5	99	80	60	3	14
13.	*	*	78	7.80	3.5	98	78	33	4	6	97	91	25	4	11
14.	*	*	59	11.80	4.0	94	71	5	2	4	96	50	14	3	6
15.	11	15	18	9.00	2.5	97	63	25	2	5	99	90	40	3	11
16.	*	*	76	9.50	4.0	96	78	22	4	3	98	60	35	4	7
17.	16	21	83	6.90	4.0	97	82	29	4	7	96	53	21	2	13
18.	11	20	121	8.60	4.0	96	66	53	4	4	98	73	27	4	6
19.	5	14	45	6.40	4.0	E	E	E	E	E	95	42	14	4	5
20.	*	*	54	5.40	4.0	*	*	*	*	*	97	100	29	4	11
21.	3	*	15	7.5	2.0	E	E	E	E	E	97	67	0	3	3
22.	3	*	21	7.0	2.0	E	E	E	E	E	95	80	30	3	3
23.	*	*	43	8.60	3.0	*	*	*	*	*	97	89	33	3	5

GRADE TWO Cohort 86

Most of the children, 14 out of 23 in this rather small second grade, had been together in first grade in the pilot school the previous year. Five children were new to the school and three transferred in from the bilingual program. One was repeating grade two.

All the children were early readers by April, judging by the Oral Reading Assessment (see previous section on grade one and Appendix for explanation). Several of them were rather advanced for second grade. The expected levels for second graders are between 7 and 10 so the first four listed immediately below as well as the children transferred from bilingual classes and one new child fall slightly short.

Children continuing at the pilot school

Carleton A	XXXXX	5
Sheldon C	XXXXXX	6
Maria R	XXXXXX	6
Janet M	XXXXXX	6
Tiffany M	XXXXXXX	7
Gordon M	XXXXXXX	7
John H	XXXXXXX	7
Charles C	XXXXXXXXX	9
Ruth K	XXXXXXXXXXX	11
Jory D	XXXXXXXXXXX	11
Ann B	XXXXXXXXXXX	11
Maury D	XXXXXXXXXXXX	12
Ilia K	XXXXXXXXXXXX	12
Matthew W	XXXXXXXXXXXXX	13
Barry T	XXXXXXXXXXXXXX	14
Kate G	XXXXXXXXXXXXXX	14
Esther H	XXXXXXXXXXXXXXX	15
Sally D	XXXXXXXXXXXXXXX	15

New children (2)

Liana G	XXXXX	5
Robert P	XXXXXXXXXX	11

Children transferred in from bilingual class (3)

Namen P	XXX	3
Cosme R	XXX	3
Alfonso M	XXXXX	5

Comments on literacy learning of selected children

Carleton A

Carleton seemed shy and uncertain during the oral reading assessment, asking the examiner how many pages he had to read. He read text level 5 with 98% accuracy and good comprehension. His increasingly high scores on both meaningful miscues and self corrections shows Carleton's determination to have the text make sense and are positive signs for future progress.

Sheldon C

Sheldon was still using pictures as clues the previous year. In April, 1989, his comprehension was good and his meaningful miscue and self-correction ratios both high. The examiner felt he would have done better if he had not been thrown off track by misreading one important word in the text.

Maria R

Maria R is making slow but steady progress. She seems to be on the right track.

Janet M

Janet's comprehension has been consistently good. Her progress into literacy could be described as slow and solid.

Liana G

Liana seems to be consolidating her understanding of the reading process before moving to more difficult levels.

Alfonso M

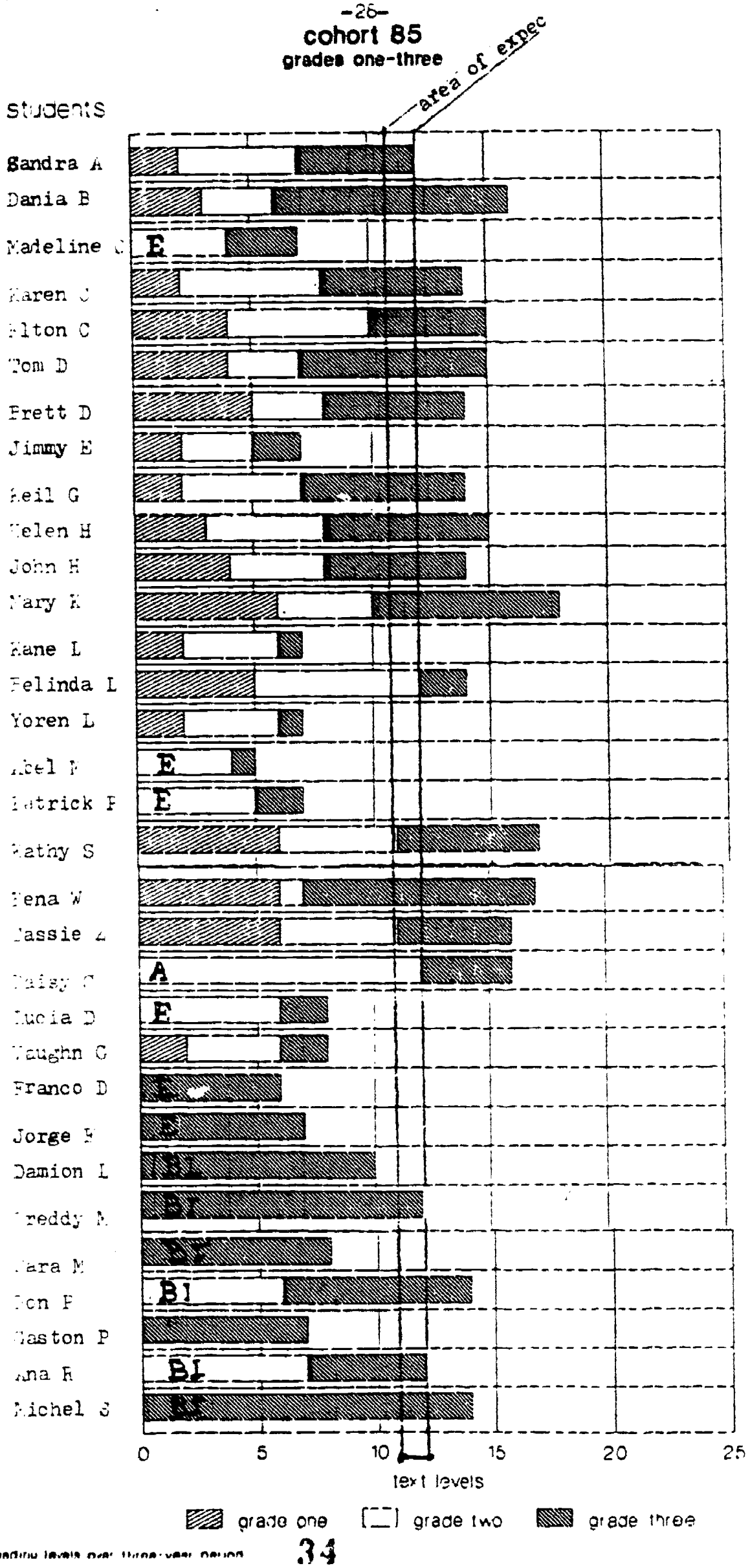
Alfonso, according to the examiner, "read well and had very good recall." He reads and writes in two languages.

Namen P

Namen was an emergent reader in Spanish in the spring of 1988. This year he read level 3 with good accuracy and good miscue ratio.

Cosme R

Cosme, also an emergent reader the previous year, read level 3 with a good sense of the story. According to the examiner, he "sometimes re-reads sentences to self correct."



reading levels per three-year period

Grade Three, Cohort 85

Minitab: litfiv.txt
litfiv.mtw

N=32	i.d.	sx	dob	yrs L	eth nc	ln ch	ps	age 4/86	--CAP-- K	grl	---VCW '87--- wds	wps	cnt
1. Sandra A	15790	2	8.1080	111	6	0	0	68	*	12	*	*	*
2. Dania B	13643	2	8.2180	111	6	1	0	67	14	19	57	7.4	4.0
3. Madeline C	15545	2	1.0280	111	5	1	1	75	*	16	*	*	*
4. Karen C	13221	2	11.1780	1111	6	1	0	64	6	15	*	*	*
5. Elton C	13218	1	11.2480	1111	6	0	0	64	17	20	34	6.9	2.0
6. Tom D	13226	1	5.1880	111	6	0	1	70	10	16	33	*	2.5
7. Brett D	15793	1	5.0379	111	6	0	0	83	*	21	97	8.8	4.0
8. Jimmy E	11564	1	6.1579	111	6	1	1	82	*	19	*	*	*
9. Keil G	13396	1	8.0980	111	6	0	0	68	*	15	54	7.7	3.0
10. Helen H	13228	2	1.0781	1111	6	0	0	63	11	20	45	6.4	4.0
11. John H	14391	1	5.2680	1111	6	0	0	70	15	19	63	5.7	3.0
12. Mary K	13069	2	9.1980	1111	3	1	0	66	14	21	82	10.8	4.0
13. Kane L	13225	1	6.0680	111	6	0	0	70	11	18	*	*	*
14. Belinda L	13710	2	3.0280	1111	2	0	0	73	16	22	72	10.3	4.0
15. Yoren L	12359	1	7.1679	111	6	0	1	80	*	19	45	6.4	3.5
16. Abel M	13215	1	11.3080	1111	5	0	1	64	4	11	58	*	2.0
17. Patrick P	13222	1	6.1180	1111	6	1	0	70	12	17	51	12.8	4.0
18. Kathy S	13219	2	10.0280	1111	6	0	0	66	16	18	65	5.9	4.0
19. Rena W	13224	2	9.2880	1111	6	0	0	66	14	19	19	6.3	2.0
20. Cassie Z	14277	2	9.2580	111	6	1	0	66	14	22	75	6.8	4.0
21 Daisy C	13270	2	5.0880	11	2	1	0	72	*	*	*	*	*
22. Lucia D	12450	2	5.2079	2221	5	1	1	82	12	8	29	9.6	2.5
23. Vaughn G	14088	1	5.0279	111	6	0	1	83	*	17	*	*	*
24. Franco D	13866	1	10.1979	2221	5	1	0	77	7	18	24	4.0	2.0
25. Jorge E	12960	1	12.0379	2221	5	1	0	76	5	20	123	11.2	2.5
26. Damion L	14467	1	4.2880	2221	5	1	0	71	7	16	31	7.8	2.0
27. Freddy M	16134	1	2.2780	221	5	0	0	73	*	16	48	4.8	2.5
28. Sara M	12770	2	6.2080	2221	5	1	0	69	9	21	155	11.9	3.5
29. Ron P	13631	1	1.1680	2221	5	1	0	74	10	14	*	*	*
30. Gaston P	14468	1	11.1580	2221	5	1	0	65	3	17	120	12.1	3.5
31. Ana R	12521	2	10.2979	2221	5	1	0	77	11	14	92	18.4	3.5
32. Michel S	12840	1	2.2279	2221	5	1	0	85	*	10	33	4.7	2.0

	---VCW '88----			---OR '87------				--------OR '88------					----OR '89----------					sttest
	wds	wps	cnt	acc	msc	cmp	tx	acc	msc	sc	cmp	txt	acc	mm	sc	cmp	txt	fall '88
1.	34	6.8	2.5	97	50	4	2	98	78	59	4	7	95	30	10	4	12	68
2.	70	11.6	4.5	96	29	3	3	96	59	27	2	6	97	30	15	4	16	95
3.	66	7.3	4	E	E	E	E	93	50	27	4	4	93	33	17	4	7	55
4.	65	13	3.5	90	21	2	2	97	64	30	4	8	98	43	43	3	14	88
5.	38	6.3	4	94	33	3	4	96	77	22	3	10	96	76	29	4	15	85
6.	71	10.2	3.5	92	53	3	4	95	63	10	3	7	98	37	12	3	15	83
7.	55	9.2	3.5	96	50	4	5	95	80	13	3	8	99	50	16	4	14	88
8.	42	6	3.5	95	38	4	2	95	85	42	4	5	93	59	29	4	7	45
9.	35	7	3	99	50	2	2	98	36	45	3	7	99	37	50	2	14	73
10.	29	7.3	2.5	98	71	4	3	98	100	50	4	8	98	25	12	3	15	95
11.	66	11	4.5	95	70	3	4	99	86	84	4	8	96	33	22	4	14	100
12.	37	9.3	3.5	98	72	4	6	97	73	20	4	10	96	100	41	4	18	95
13.	*	*	*	94	75	2	2	95	62	25	3	6	96	33	20	3	7	83
14.	39	7.8	4	96	64	4	5	98	91	58	4	12	99	100	38	4	14	93
15.	44	6.3	3	97	80	4	2	92	75	50	4	6	93	48	24	3	7	70
16.	65	5.4	3.5	E	E	E	E	93	64	23	3	4	96	33	22	2	5	55
17.	31	5.2	3.5	E	E	E	E	96	80	40	3	5	97	78	48	4	7	65
18.	80	13.3	4	98	85	4	6	97	60	33	3	11	99	57	43	4	17	93
19.	64	16	4	99	66	4	6	92	55	25	2	7	99	50	25	4	17	100
20.	40	8	3.5	98	70	4	6	98	100	37	4	11	97	83	27	4	16	93
21.	71	5.9	3.5	*	*	*	*	99	84	76	4	12	97	36	36	4	16	90
22.	182	11.4	3.5	E	E	E	E	97	80	20	4	6	98	33	16	3	8	68
23.	38	7.6	4.0	90	43	2	2	94	56	40	3	6	95	95	34	2	8	73
24.	32	8.0	3.5	85	35	3	sp	91	26	5	4	sp	90	79	1	4	6	60
25.	26	5.2	2.5	95	35	3	sp	*	*	*	*	*	96	27	14	3	7	65
26.	39	9.8	4.5	Esp	Esp	Esp	Esp	94	53	37	3	sp	94	13	38	4	10	80
27.	25	8.3	3.0	95	36	3	Sp	94	54	8	1	sp	98	33	11	3	12	70
28.	62	12.4	3.0	92	71	3	Sp	94	57	21	4	sp	93	44	1	4	8	65
29.	*	*	*	92	55	4	Sp	96	85	31	3	6	95	81	30	4	14	93
30.	18	9.0	2.5	93	36	4	Sp	93	59	18	4	sp	95	41	1	3	7	63
31.	100	10.0	4.0	95	100	*	Sp	94	55	22	2	7	94	12	54	4	12	83
32.	105	8.8	3.0	92	100	4	Sp	*	*	*	*	sp	97	73	36	4	14	83

-36-

GRADE THREE Cohort 85

Data was collected on 32 children: 22 of them had been with the same group the previous year, 10 were transferred in from bilingual classes. Of the 22 continuing students, 15 were reading at or above expected levels, 7 read simpler texts and were still in the process of coordinating basic strategies. The 10 bilingual students are all literate in two languages, half of them reading in English at or above expected levels, the others reading simpler texts.

Expected reading level for third graders is between text #11 and #12.

Group continuing at Longfellow School

Abel M	XXXXX	5
Patrick P	XXXXXXX	7
Jimmy E	XXXXXXX	7
Madeline C	XXXXXXX	7
Yoren L	XXXXXXX	7
Kane L	XXXXXXX	7
Vaughn G	XXXXXXXX	8
Sandra A	XXXXXXXXXXXX	12
Karen C	XXXXXXXXXXXXXX	14
Belinda L	XXXXXXXXXXXXXX	14
Keil G	XXXXXXXXXXXXXX	14
Brett D	XXXXXXXXXXXXXX	14
John H	XXXXXXXXXXXXXX	14
Helen H	XXXXXXXXXXXXXXX	15
Tom D	XXXXXXXXXXXXXXX	15
Elton C	XXXXXXXXXXXXXXX	15
Dania B	XXXXXXXXXXXXXXXX	16
Daisy C	XXXXXXXXXXXXXXXX	16
Cassie Z	XXXXXXXXXXXXXXXX	16
Rena W	XXXXXXXXXXXXXXXXX	17
Kathy S	XXXXXXXXXXXXXXXXX	17
Mary K	XXXXXXXXXXXXXXXXXX	18

Children transferred in from bilingual class

Franco C	XXXXXX	6
Jorge E	XXXXXXX	7
Gaston P	XXXXXXX	7
Sara M	XXXXXXXX	8
Lucia D	XXXXXXXX	8
Damion L	XXXXXXXXXX	10
Ana R	XXXXXXXXXXXX	12
Freddy M	XXXXXXXXXXXX	12
Michel S	XXXXXXXXXXXXXX	14
Ron P	XXXXXXXXXXXXXX	14

Comments on literacy learning of selected children

Abel M

Abel was an emergent reader in 1987. According to the 1988 report, he showed little knowledge of print concepts in kindergarten and first grade. His oral language was weak in kindergarten but reported as 'much improved' [in the spring of his first grade year] after speech therapy...[in the spring of second grade] Abel read a simple text, level 4, with some difficulty, often guessing the meaning with good logic. His literal accuracy was on the low side (93%). Abel's writing [at this time] was difficult to make out, the letter-sound clues not adequate for the reader to understand the story." In third grade 1989. although his word-by-word accuracy was adequate, Abels's overall comprehension of the text was fragmentary. He has made slow progress since the previous year, reading a text one level higher but not understanding the content.

Patrick P

Between the spring of his kindergarten and first grade years, Patrick made significant gains in his knowledge about print. According to the 1988 report, "his writing in first grade demonstrated complicated thought and good imagination." Patrick became an early reader in grade 2, reading level 5 with fair comprehension, strong self-correction and effort to get meaning.

Patrick gained two text levels in third grade and seemed to be making solid progress in literacy learning. According to the examiner, he read "clearly and with a strong voice." He gave thoughtful responses to the story and his comprehension was good.

Jimmy E

According to the 1988 report, Jimmy "made sread...progress in reading in first and second grades. His comprehension has been good, his ability to self-correct and determination to get meaning from print are both strong and his level of accuracy is high." In the spring of 1989 Jimmy was reading with good comprehensio but still having problems with use of grapho-phonic clues and with coordinating strategies.

Identified asf "learning disabled," Jimmy is getting special help. He now also has corrective eyeglasses.

Madeline C

Madeline was still an emergent reader in the spring of first grade, relying on pictures rather than reading the print. In second grade she was able to read text level 4 although her comprehension and word-by-word accuracy were on the low side. She tended to confuse letters and often guessed at words without consistent effective strategies." This year, although her overall comprehension was again good, her demand for word-by-word and sentence-by-sentence meaning was less strong. Her writing sample was imaginative and lively.

Yoren L

Yoren, a slow starter, read level #7 this year with fairly good understanding. He gained one text level since since the previous year. Yoren tends to over-rely on phonic clues and miss the sense of the story. According to the examiner, he "might benefit from a more holistic approach."

Kane L

Kane had a slow start in reading. He was not tested in 1988; he said he didn't like to read. In 1989 he read text level #7 with fairly good understanding but not much evidence of interest in the activity or in the particular story.

Vaughn G

Vaughn gained two levels from the previous year. His comprehension, however, was uncertain in spite of a high ratio of meaningful miscues.

Keil G

Although he read text level #14 with high accuracy, Keil did not demonstrate understanding of the story during the retelling. It may be that he is more comfortable, at this stage of his development, with silent reading.

Comments on bilingual children

All 10 of these children are reading and writing in both Spanish and English. The subject matter of the oral reading texts (i.e., assumed familiarity with "guppies," diving equipment, surprise parties) as well as the language itself is often foreign to them and makes for additional difficulties with comprehension. Five of this group are competent readers in English, the other five reading below expected levels.

Lucia D

Lucia's comprehension is good. She has made steady progress in reading in English.

Franco C

Franco is a good reader in both Spanish and English. He made good sense of the oral reading, sentence-by-sentence, although he tended to add his own words to the printed text.

Jorge E

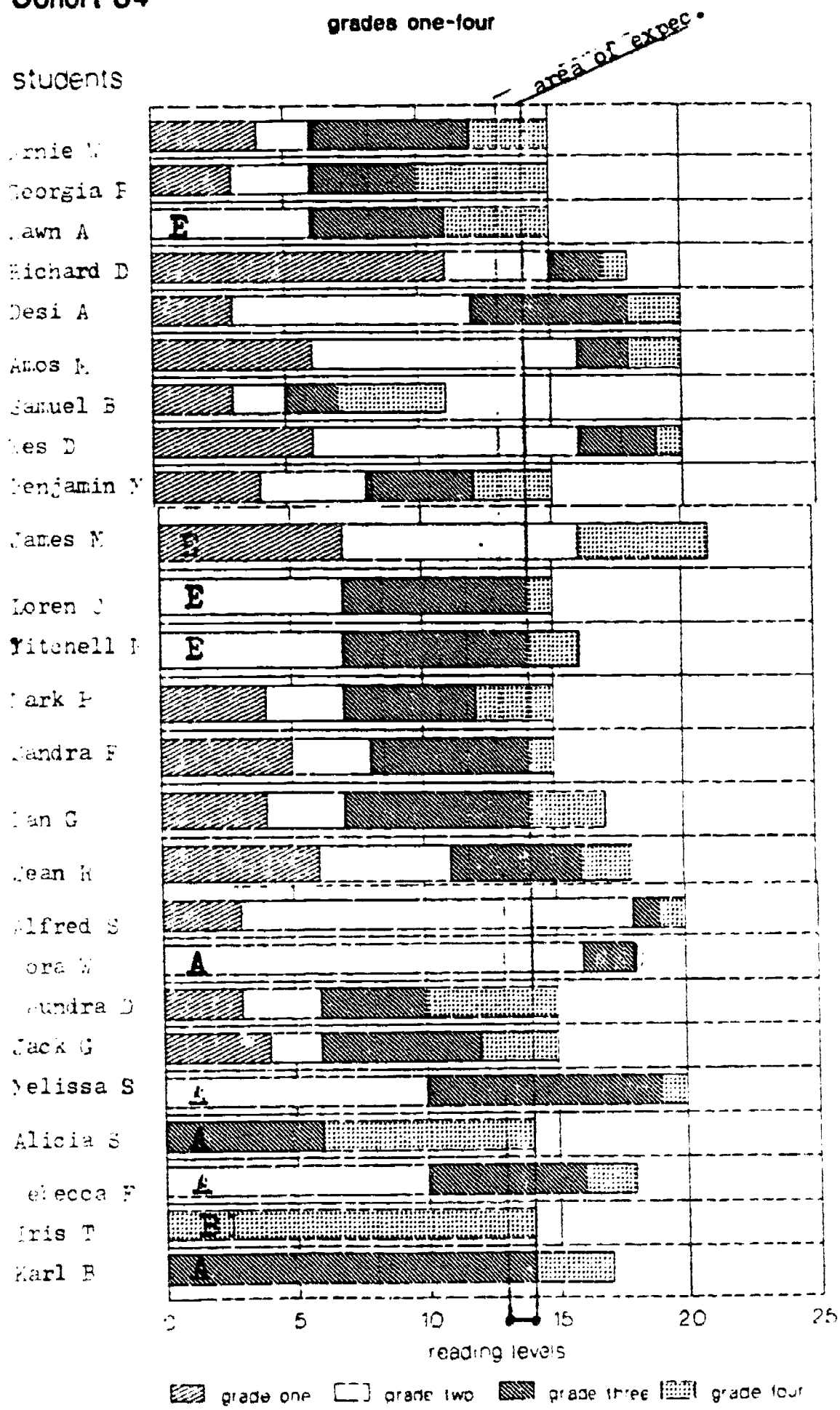
Jorge read well a fairly complex story (#7) although he seemed, to the examiner, nervous about the retelling.

Sara M

Sara read text #8, just below expected levels, with good comprehension and demand for meaning.

Gaston P

Gaston read text level #7 with good comprehension.



reading levels over four-year period

Grade Four, Cohort 84

N=25

Minitab litfor.mtw
litfor.txt

		i.d.	sx	dob	age mos 3/86	eth nic	ln ch	ps	yrs Lgf	--CAP-- K	gr 1
1.	Arnie W	12392	1	3.1280	72	2	0	0	11111	14	18
2.	Georgia P	11572	2	2.2980	72	6	0	0	11111	12	17
3.	Dawn A	11556	2	2.2580	72	6	1	0	11111	10	14
4.	Richard D	11875	1	2.0880	73	6	0	0	11111	*	20
5.	Desi A	11555	1	11.0979	76	3	0	0	11111	14	17
6.	Amos M	11569	1	10.2879	76	6	0	0	11111	22	23
7.	Samuel B	11559	1	9.2979	77	2	2	0	11111	12	15
8.	Wes D	11561	1	8.1979	78	6	0	0	11111	21	20
9.	Benjamin M	11568	1	7.2079	79	6	0	2	11111	14	17
10.	James M	12659	1	7.0279	80	5	2	0	21111	*	17
11.	Loren C	12796	2	5.0379	82	3	2	0	11111	10	14
12.	Mitchell M	11570	1	4.2079	82	6	0	2	11111	12	15
13.	Mark P	11528	1	4.1879	82	5	1	1	11111	14	16
14.	Sandra F	12447	2	3.1879	83	6	0	0	11111	16	20
15.	Dan G	12345	1	3.1179	84	6	0	1	11111	19	19
16.	Sean R	11573	1	2.2879	84	6	0	0	11111	13	18
17.	Alfred S	14084	1	2.2679	84	6	0	2	1111	*	18
18.	Cora W	11574	2	2.1679	84	6	0	0	1111	19	24
19.	Saundra D	10157	2	1.1279	86	2	2	0	11111	12	17
20.	Jack G	9631	1	7.0478	92	6	0	3	1111	*	17
21.	Melissa S	15856	2	7.2079	79	6	0	0	111	*	*
22.	Alicia S	18319	2	*	*	*	*	*	11	*	*
23.	Rebecca F	14260	2	*	*	2	2	0	11	*	*
24.	Iris T	12652	2	2.2180	72	*	*	*	22221	6	13
25.	Karl B	17491	1	5.1879	81	*	*	*	11	*	*

	--VCW '86-----			---VCW '87---			-VCW '88---------		
	wds	wps	cnt	wds	wps	cnt	wds	wps	cnt
1.	27	7.0	3.5	57	11.4	4.0	41	10.3	3.5
2.	27	4.5	3.5	27	9.0	3.0	40	8	4
3.	32	6.3	2.5	41	8.2	3.0	40	5.7	2.5
4.	33	3.5	3.5	37	9.3	3.5	151	16.8	4.5
5.	27	7.0	3.5	162	7.7	4.5	117	8.4	4.5
6.	48	8.0	4.0	72	12.0	4.5	152	9.5	4.5
7.	*	*	*	28	7.0	3.2	61	10.2	4
8.	28	4.5	3.0	39	6.5	2.5	188	11.8	4.5
9.	41	8.0	3.5	51	7.3	3.0	79	13.2	4
10.	38	7.5	3.0	247	10.3	4.5	59	14.8	4
11.	43	6.0	3.5	149	6.8	4.0	115	11.5	4
12.	39	5.0	4.5	114	8.8	4.5	68	13.6	4
13.	38	6.5	4.0	63	7.0	4.0	119	11.9	4
14.	72	7.0	4.5	90	9.0	4.5	57	9.5	3.5
15.	*	*	*	33	8.3	4.0	97	8.8	4
16.	30	5.0	2.5	47	11.8	3.5	84	14.0	4
17.	32	6.5	3.5	90	10.0	4.0	280	11.2	4.5
18.	40	10.0	4.5	89	7.4	4.0	169	12.1	4.5
19.	23	4.0	4.5	29	3.6	4.5	121	12.1	4
20.	32	5.3	2.5	32	6.4	3.0	103	9.4	4
21.	*	*	*	142	12.9	4.0	268	8.4	4.5
22.	*	*	*	*	*	*	238	13.2	4
23.	*	*	*	*	*		234	15.6	4.5
24.	*	*	*	35	7.0	2.5	93	9.3	3.5
25.	*	*	*	*	*	*	*	*	*

GRADE FOUR Cohort 84

Data was collected on 25 children in grade four. This class is, in some ways, the significant class for the literacy study: 16 of the 25 children in the class were in standard (English speaking) kindergarten at the Longfellow School when the study began in 1984-85 and in grade four at the end of the five year period of the study, spring, 1989.

Children who entered the school after grade three are not included in this report since they did not have a chance to participate in the Literacy Project (grades K-three).

Four new students joined the class in grade one (including one from the bilingual kindergarten), one student in grade two and two in grade three. In addition, one child was transferred in from the bilingual program at the beginning of grade four.

Expected text level for fourth graders is between 13 and 14. The original group of 16 and the nine who joined it later on are almost all competent readers.

Group continuing at Longfellow School

Samuel B	XXXXXXXXXXX	11
Saundra D	XXXXXXXXXXXXXXX	15
Dawn A	XXXXXXXXXXXXXXX	15
Loren C	XXXXXXXXXXXXXXX	15
Benjamin M	XXXXXXXXXXXXXXX	15
Georgia P	XXXXXXXXXXXXXXX	15
Arnie W	XXXXXXXXXXXXXXX	15
Sandra F	XXXXXXXXXXXXXXX	15
Mark P	XXXXXXXXXXXXXXX	15
Mitchell M	XXXXXXXXXXXXXXXX	16
Dan G	XXXXXXXXXXXXXXXXX	17
Sean R	XXXXXXXXXXXXXXXXXX	18
Richard D	XXXXXXXXXXXXXXXXXX	18
Wes D	XXXXXXXXXXXXXXXXXXX	19
Desi A	XXXXXXXXXXXXXXXXXXX	19
Amos M	XXXXXXXXXXXXXXXXXXX	19

The first student listed above was reading slightly below expected levels (see comments below). With one exception, Loren C, (who is native in Chinese), all of the original group of 16 demonstrated good to excellent comprehension. Their average ratio of meaningful miscues was high (74.9%) and their ratio of self-correction also very good (36%).

Children entering in grade one

Four children joined the class in grade one (the last transferred

from a bilingual kindergarten the previous year):

Jack G	XXXXXXXXXXXXXXX	15
Cora W	XXXXXXXXXXXXXXXXXX	18
Alfred S	XXXXXXXXXXXXXXXXXXX	19
James M	XXXXXXXXXXXXXXXXXXXXX	21

These four students also demonstrated good comprehension, high average ratio of meaningful miscues (78%) and very good self correction (32%).

Child joining the class in grade two

Melissa S	XXXXXXXXXXXXXXXXXXX	19

Melissa read with an excellent meaningful miscue ratio (85%) and self-correction ratio (57). Her comprehension was also excellent.

Children joining the class in grade three

Alicia S	XXXXXXXXXXXXXX	14
Karl B	XXXXXXXXXXXXXXXXX	17
Rebecca F	XXXXXXXXXXXXXXXXXX	18

These three latecomers also demonstrated excellent ratios of meaningful miscues (81%), self correction (31%) and good to excellent comprehension.

Child transferring in grade four from bilingual class

Iris T	XXXXXXXXXXXXXX	14

Although reading on an appropriate level in English, Iris' comprehension was fragmentary. Both her ratio of meaningful miscues (80%) and self-corrections (40%), however, were high.

Comments on literacy learning of selected children

Samuel B

Samuel was a slow starter in literacy learning. The evaluation study, spring, 1988, reported that Sam "had relatively little knowledge of print in kindergarten. He read level 5 in grade two, with fairly good understanding and strong self-correction strategies. In grade three, he read level 7, still lagging a bit although his comprehension was excellent and he showed determination to get meaning from the text--both good signs for the future. A year later, Sam, although still hesitant and not enthusiastic about doing an oral reading sample, was reading level 11, almost up to the expected level. In addition, he demonstrated very high ratios of meaningful miscues (85%) and

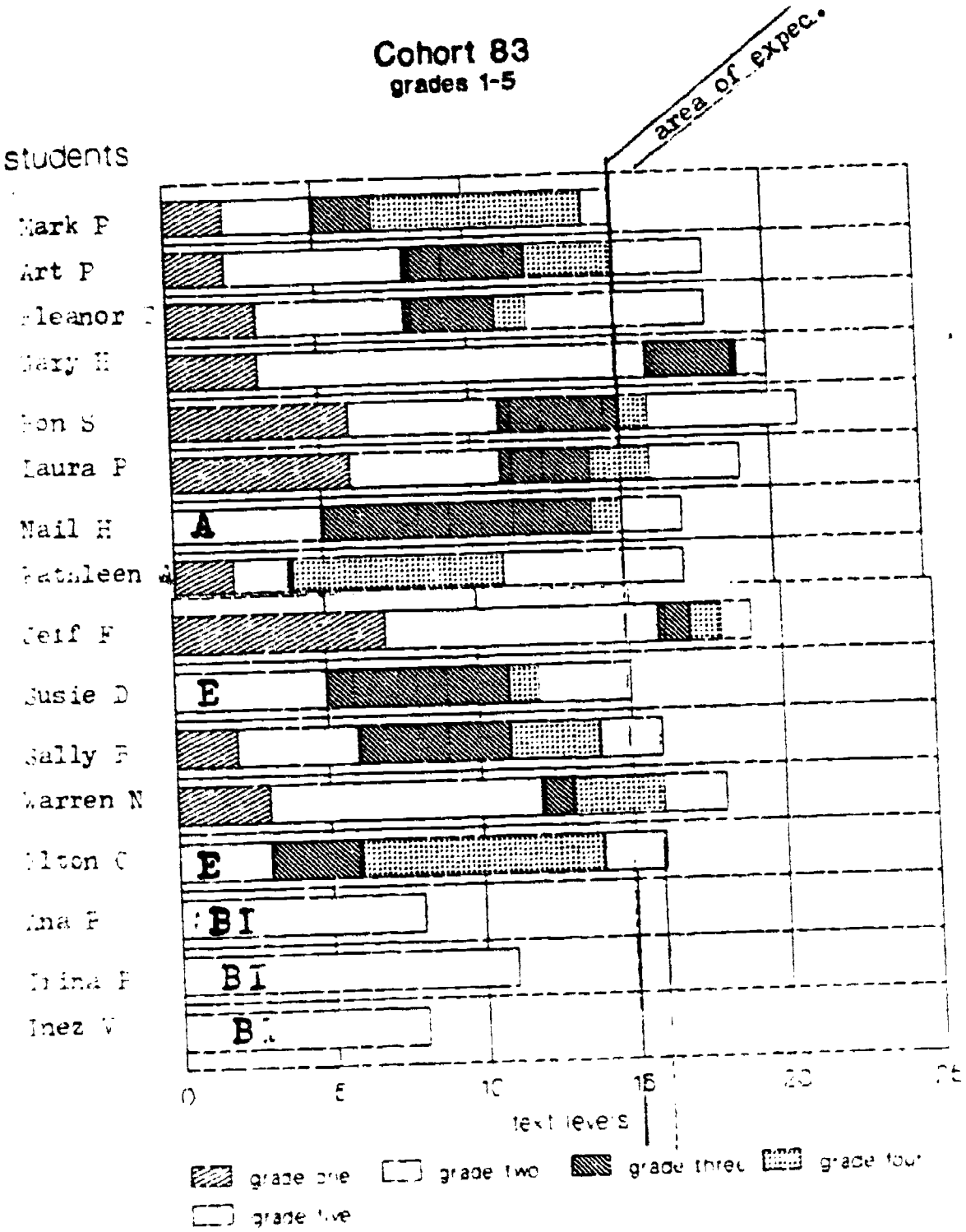
self corrections (85%) and excellent comprehension.

Loren C

Loren, native in Chinese, read at an appropriate level but did not comprehend the text. Her history, according to the 1988 report, showed her an emergent reader in the spring of grade one. The following year she was finding the text "confusing." In third grade, also, Loren was having difficulty with comprehension. On the state test, for example, she didn't know what a circus was, had evidently never seen or heard of one. She has been able to decode print very well but is not able to summarize what she has read.

Iris T

Iris was an emergent reader in first and second grades in the bilingual program. In third grade, still in a bilingual class, she read a story in Spanish but her retelling was minimal and she seemed anxious. This year she was still uncertain. According to the examiner, she "might be able to decode at a higher level" but her understanding might suffer.


Cohort 83
grades 1-5
area of expec.
students
Mark P
Art P
Eleanor
Mary H
Jon S
Laura P
Mail H
Kathleen
Jeff F
Susie D
Sally F
Warren N
Milton C
Ina F
Trina F
Inez V
A
E
BI
BI
B
0
5
10
15
20
25
text levels
grade one
grade two
grade three
grade four
grade five

Grade Five, Cohort 83

Minitab lithre.txt
lithre.mtw

N=16

	cohrt	i.d.	sex	d.o.b.	yrs L	ethnic	ln ch	ps	age mos 5/86
1. Mark P	83	9885	1	2.2679	11111	6	0	0	86
2. Art P	83	9884	1	3.0979	11111	6	0	0	86
3. Eleanor T	83	10050	2	1.0479	11111	6	0	0	88
4. Gary H	83	9634	1	10.0878	11111	6	0	1	91
5. Ron S	83	10857	1	8.1178	11111	6	0	0	93
6. Laura P	83	9886	2	6.2778	11111	6	0	0	94
7. Neil H	83	14393	1	5.1478	1111	6	0	0	96
8. Kathleen Q	83	10497	2	5.1478	11111	5	2	2	96
9. Jeff F	83	10158	1	4.1178	11111	3	0	0	97
10. Susie D	83	8036	2	3.3178	11111	5	2	4	97
11. Sally B	83	8215	2	3.2678	11111	2	2	0	97
12. Warren N	83	10153	1	3.0278	11111	6	0	0	98
13. Elton O	83	8041	1	2.0978	10111	5	2	0	99
14. Ana P	83	11160	2	7.1077	22221	5	2	2	106
15. Irina P	83	10943	2	2.2477	22221	5	2	1	110
16. Inez V	83	10165	2	7.0476	2221	5	2	2	106

	---VCW '85----			----VCW '86--			---VCW '87----			---VCW '88--			st test '87
	wds	wps	cnt	wds	wps	cnt	wds	wps	cnt	wds	wps	cnt	
1.	20	6.6	2.0	17	5.5	2.0	54	6.8	3.5	*	*	*	67
2.	21	5.3	1.0	37	9.0	2.5	101	6.3	4.0	154	17.1	4.0	97
3.	21	5.3	2.0	24	8.0	2.0	108	10.8	4.0	*	*	*	67
4.	25	6.3	2.0	42	10.5	3.5	159	13.3	4.5	130	16.3	4.5	100
5.	26	*	*	*	11.5	3.5	151	9.4	4.5	435	11.4	4.5	100
6.	24	6.5	2.5	35	7.0	4.0	43	8.5	4.0	108	9	4.5	97
7.	18	*	*	46	9.0	5.0	128	14.2	4.0	83	13.8	4.5	100
8.	21	6.0	2.0	25	8.0	3.0	116	6.4	4.0	83	13.8	4.0	57
9	8	7.0	2.0	35	17.0	4.0	88	8.8	4.0	*	*	*	90
10.	14	8.0	2.0	16	8.0	3.5	145	5.8	3.5	*	*	*	47
11.	42	7.0	2.0	20	5.0	3.5	74	18.5	3.5	69	13.8	4.0	62
12.	32	6.0	3.0	40	8.0	2.0	85	6.0	3.0	104	10.4	4.5	95
13.	18	4.0	3.5	*	9.0	5.0	74	6.2	4.0	105	10.5	4.5	60
14.	*	*	*	*	*	*	*	*	*	*	*	*	*
15.	*	*	*	*	*	*	*	*	*	*	*	*	*
16.	*	*	*	*	*	*	*	*	*	*	*	*	*

	-----OR '85---				---OR '86------				--OR '87----------					------OR '88------					-------OR '89---------				
	acc	msc	cmp	tx	acc	msc	cmp	tx	acc	msc	sc	cmp	tx	acc	msc	sc	cmp	tx	acc	misc	sc	cmp	txt
1.	98	57	2	2	98	100	4	5	96	61	43	4	7	95	82	35	2	14	91	70	22	1	15
2.	98	50	3	2	95	92	4	8	98	87	53	4	12	96	76	23	3	15	98	82	27	2	18
3.	94	52	2	3	95	84	4	8	97	95	40	4	11	97	100	31	1	12	97	81	37	3	18
4.	98	75	4	3	98	66	4	16	97	70	30	3	19	98	87	12	3	19	98	80	40	4	20
5.	96	42	3	6	96	50	3	11	96	65	20	4	15	98	80	40	4	16	98	0	0	4	21
6.	99	80	4	6	97	81	4	11	98	68	41	4	14	97	76	44	4	16	97	94	38	3	19
7.	*	*	*	*	93	56	3	5	97	80	26	4	14	92	71	14	3	15	94	59	22	2	17
8.	93	33	3	2	94	95	4	4	93	50	43	3	*	96	78	43	4	11	98	87	62	4	17
9.	97	45	2	7	98	61	3	16	99	50	33	3	17	99	87	50	4	18	98	71	28	3	19
10.	*	*	*	*	96	85	3	5	96	38	29	2	11	95	42	10	3	12	96	45	32	4	15
11.	96	69	1	2	96	60	4	6	97	73	47	4	11	97	88	57	3	14	97	92	52	4	16
12.	91	13	2	3	95	52	4	12	93	74	11	4	13	97	90	40	3	16	98	87	33	3	18
13.	*	*	*	*	95	62	4	3	90	55	32	3	6	95	87	29	2	14	98	80	64	3	16
14.	*	*	*	*	*	*	*	*	*	*	*	*	*	85	56	7	1	(11)	95	75	30	4	8
15.	*	*	*	*	*	*	*	*	97	53	50	4	*	*	*	*	*	*	97	53	15	1	11
16.	*	*	*	*	*	*	*	*	96	45	29	4	*	*	*	*	*	*	99	100	57	4	8

GRADE FIVE Cohort 83

Only the students who had entered the pilot school before grade four were included in the 1989 evaluation study since the more recent arrivals did not take part in the Literacy Project--which focused on grades K-three. Students in the primary grades spent time in each week in the Literacy Center and their homeroom instruction was influenced, to varying degrees, by developmental (Whole Language) theory as it had been introduced into the school by Don Holdaway.

Of the 16 students, 6 had attended the school at least since first grade (the first year of the study) and seven others joined the class in grade two. An additional three students transferred into standard grade five after at least four years in the bilingual program.

Expected text level for grade five are #15 to #16.

Group at pilot school since grade one

Susie D	XXXXXXXXXXXXXXXX	15
Mark P	XXXXXXXXXXXXXXXX	15
Sally B	XXXXXXXXXXXXXXXXX	16
Elton O	XXXXXXXXXXXXXXXXX	16
Kathleen Q	XXXXXXXXXXXXXXXXXX	17
Eleanor T	XXXXXXXXXXXXXXXXXXX	18
Warren N	XXXXXXXXXXXXXXXXXXX	18
Art P	XXXXXXXXXXXXXXXXXXX	18
Gary H	XXXXXXXXXXXXXXXXXXXX	19
Jeff F	XXXXXXXXXXXXXXXXXXXX	19
Laura P	XXXXXXXXXXXXXXXXXXXX	19
Ron S	XXXXXXXXXXXXXXXXXXXXXXXXX	21

Mark P, Neil H and Art P, although reading at appropriate levels, were weak on retelling the content of the stories. This may be because students at this stage of reading are often more comfortable with silent rather than oral reading. Their meaningful miscue and self correction ratios were good, indicating that they were probably understanding the texts as they read them.

The group's average meaningful miscue and self correction ratios were high: 77% and 38%, respectively.

Student joining group in grade two

Neil H	XXXXXXXXXXXXXXXXX	17

Students transferring in from bilingual class

The three students who transferred in were able to read and write

in two languages. In English, their reading levels were below those of their classmates:

Ana P	XXXXXXXX	8
Inez V	XXXXXXXX	8
Irina P	XXXXXXXXXXX	11

Ana and Inez showed excellent comprehension and good ratios of meaningful miscue and self corrections. Irina was weak on retelling the story.

Comments on literacy learning of selected children

Susie D

Susie, who had a slow start in literacy learning, has come a long way and is now a solid reader.

Mark P

Although reading at an appropriate level, Mark was weak in comprehension. He was reported in the 1989 study as a student who had "made steady, slow progress for the first three grades, going from level 2 to 5 to 7, with good comprehension. He... made a jump to level 14 [in fourth grade] with a drop in ability to retell the story." He was characterized in a previous report as one of those "children who read more capably than they demonstrate in test situations." This comment would bear out the statement than Mark may well understand what he reads to himself better than what he reads aloud to an examiner.

Comments on students transferring from bilingual class

We have incomplete information on the three Spanish speaking students transferred into the standard curriculum in 1988-89. All three, however, can read and write in two languages.

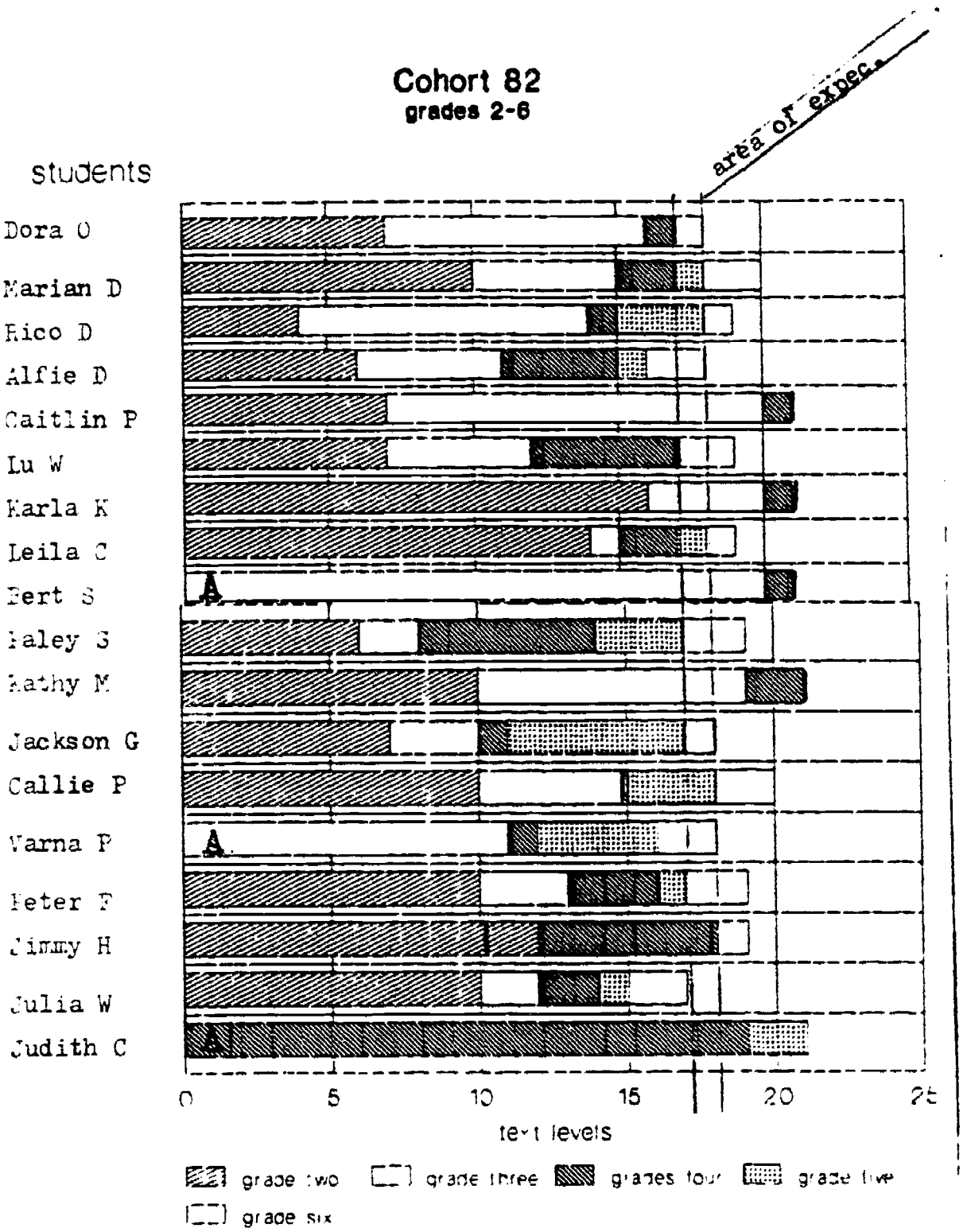
Ana P

Ana was still an emergent reader in second grade and at the end of fifth grade was reading text level 8 with excellent comprehension.

Irina P

Irina, although reading level 11, was not able to retell the story. She was able to "decode" adequately at this level but the text level appropriate to her general level of competence and understanding is probably lower.

Inez V
Inez read level 8 with excellent retelling ability.



reading levels over five-year period

Grade Six, Cohort 82

Minitab: litwo.txt
litwo.mtw

N= 18

	i.d.	sx	d.o.b.	yrs L	eth nic	lnch	ps
1. Dora O	8753	2	2.2378	11111	5	2	0
2. Marian D	8608	2	1.1878	11111	6	0	0
3. Rico D	8162	1	1.1378	11111	5	2	0
4. Alfie D	6676	1	3.1277	11111	6	2	3
5. Caitlin P	8185	2	11.2277	11111	6	0	0
6. Lu W	8727	1	11.1676	11111	3	2	0
7. Karla K	8035	2	8.0777	11111	6	0	0
8. Leila C	8139	2	7.0577	11111	6	0	0
9. Bert S	3983	1	4.2577	1111	6	0	0
10. Paley S	8038	1	4.2177	11111	6	0	0
11. Kathy M	0547	2	4.2077	1111	6	2	0
12. Jackson G	2346	1	2.0977	11111	6	0	0
13. Callie P	1002	2	1.2677	11111	3	2	0
14. Varna P	8099	2	1.0377	1111	6	2	0
15. Peter F	7715	1	12.1176	11111	6	0	0
16. Jimmy H	7311	1	9.2976	11111	6	2	2
17. Julia W	1966	2	8.3176	11111	6	0	4
18. Judith C	4182	2	10.1277	111	6	0	0

	---VCW '85---			---VCW '86----			---VCW '87----			---VCW '88--------			sttest
	wds	wps	cnt	wds	wps	cnt	wds	wps	cnt	wds	wps	cnt	fall, '88
1.	70	10.0	4.0	383	9.0	5.0	107	21.4	4.0	318	18.7	4	76
2.	29	7.3	3.0	*	*	*	96	16.0	4.0	100	8.3	4	88
3.	29	7.3	3.5	96	14.0	4.0	45	9.0	3.5	94	8.5	3.5	56
4.	33	6.6	3.0	84	7.0	5.0	221	15.0	4.0	199	9	4	60
5.	64	10.6	3.0	86	14.5	5.0	62	20.7	4.5	185	15.4	4.5	94
6.	47	9.4	2.5	148	10.5	5.0	126	11.5	4.0	125	11.4	4	82
7.	32	6.4	3.5	204	8.0	5.0	134	11.2	4.5	126	11.5	4	92
8.	47	6.7	3.0	148	10.5	4.5	62	20.7	*	222	14.8	4.5	100
9.	*	*	*	154	8.5	5.0	224	11.8	5.0	476	14	5	98
10.	53	10.6	3.0	108	12.0	4.0	102	12.8	4.0	115	11.5	3.5	48
11.	37	9.3	4.0	148	5.0	5.0	122	11.1	4.0	177	12.6	4	96
12.	39	13.0	3.5	132	10.0	4.3	201	9.6	5.0	208	9.2	4.5	96
13.	47	7.8	4.5	174	12.5	5.0	60	8.6	4.5	103	11.4	4	92
14.	*	*	*	144	11.0	5.0	*	*	*	*	*	*	76
15.	88	6.8	3.5	215	11.0	5.0	239	14.0	4.5	210	11.7	4.5	98
16.	183	7.6	3.0	351	39.0	5.0	235	10.2	4.5	120	8	4	78
17.	17	8.5	3.5	50	12.5	3.5	91	10.0	4.0	140	5.8	3.5	68
18.	*	*	*	*	*	*	149	14.9	4.5	137	8.6	4.5	100

-5c-

	--OR'85-------				---OR'86------				---OR '87----------					------OR '88-------					---OR '89----------				
	acc	msc	cmp	tx	acc	msc	cmp	tx	ac	msc	sc	cmp	txt	ac	msc	sc	cmp	txt	ac	msc	sc	cmp	txt
1.	99	83	4	7	96	70	3	16	97	93	48	4	17	96	77	27	3	17	97	75	41	2	18
2.	99	57	3	10	94	50	2	15	97	92	15	4	17	97	70	30	2	18	97	70	30	3	20
3.	96	61	3	4	*	*	*	14	92	20	3	2	15	95	81	18	4	18	98	63	27	4	19
4.	96	38	3	6	92	43	3	11	95	57	4	3	15	97	54	27	2	16	97	60	10	4	18
5.	99	77	3	7	99	90	4	20	97	88	50	4	21	98	100	50	4	21	100	0	0	4	21
6.	93	41	3	7	97	47	*	12	96	88	31	4	17	95	57	9	3	17	97	92	28	4	19
7.	99	60	3	16	100	100	4	20	99	60	50	4	21	98	57	14	4	21	100	0	0	4	21
8.	100	92	4	14	93	54	3	15	97	55	27	1	17	98	78	50	3	18	98	90	45	4	19
9.	*	*	*	*	99	66	4	20	98	33	*	4	21	97	93	13	4	21	98	100	0	4	21
10.	98	63	3	6	98	64	3	8	98	92	42	3	14	97	82	29	3	17	98	72	45	2	19
11.	98	60	3	10	99	100	3	19	99	66	33	4	21	98	33	16	3	21	*	*	*	4	21
12.	98	15	2	7	97	55	4	10	99	0	0	4	11	99	100	42	4	17	97	75	12	3	18
13.	99	65	4	10	93	91	3	15	95	62	24	2	15	98	66	33	3	18	96	83	25	3	20
14.	*	*	*	*	97	73	4	11	97	72	38	4	12	96	76	17	3	16	97	84	30	3	18
15.	98	66	3	10	91	62	3	13	96	85	20	3	16	98	85	42	3	17	99	80	20	3	19
16.	97	56	3	12	97	69	3	10	97	60	6	4	18	97	44	22	2	18	98	60	20	2	19
17.	98	73	3	10	100	100	2	12	99	60	60	1	14	97	75	37	2	15	98	84	61	3	17
18.	*	*	*	*	*	*	*	*	99	100	50	3	19	98	77	22	1	21	99	100	0	1	21

Grade Six Cohort 82

Of the group of 18 students in this grade included in the 1989 evaluation study, 15 had been with the same group for the five-year period of the study, since grade two; one entered a year later, in grade three. Progress of the two children who entered in grade four will not be discussed here.

Expected reading level for this grade is between #17 and #18. All the students in the class were reading texts of this difficulty or greater in the spring of 1989, several, however, with weak retellings. Again this may be a case of students, as they become fluent readers, feeling more comfortable with silent, rather than oral, reading.

The following 15 students have been in the same class at the Longfellow School (grades two-six) for at least five years:

Julia W	XXXXXXXXXXXXXXXXX	17
Jackson G	XXXXXXXXXXXXXXXXXX	18
Alfie D	XXXXXXXXXXXXXXXXXX	18
Dora O	XXXXXXXXXXXXXXXXXX	18
Rico D	XXXXXXXXXXXXXXXXXXX	19
Lu W	XXXXXXXXXXXXXXXXXXX	19
Peter F	XXXXXXXXXXXXXXXXXXX	19
Leila C	XXXXXXXXXXXXXXXXXXX	19
Paley S	XXXXXXXXXXXXXXXXXXX	19
Jimmy H	XXXXXXXXXXXXXXXXXXX	19
Marian D	XXXXXXXXXXXXXXXXXXX	20
Callie P	XXXXXXXXXXXXXXXXXXX	20
Karla K	XXXXXXXXXXXXXXXXXXXX	21
Kathy M	XXXXXXXXXXXXXXXXXXXX	21
Caitlin P	XXXXXXXXXXXXXXXXXXXX	21

Two students entered in grade three:

Varna P	XXXXXXXXXXXXXXXXX	18
Bert S	XXXXXXXXXXXXXXXXXXXX	21

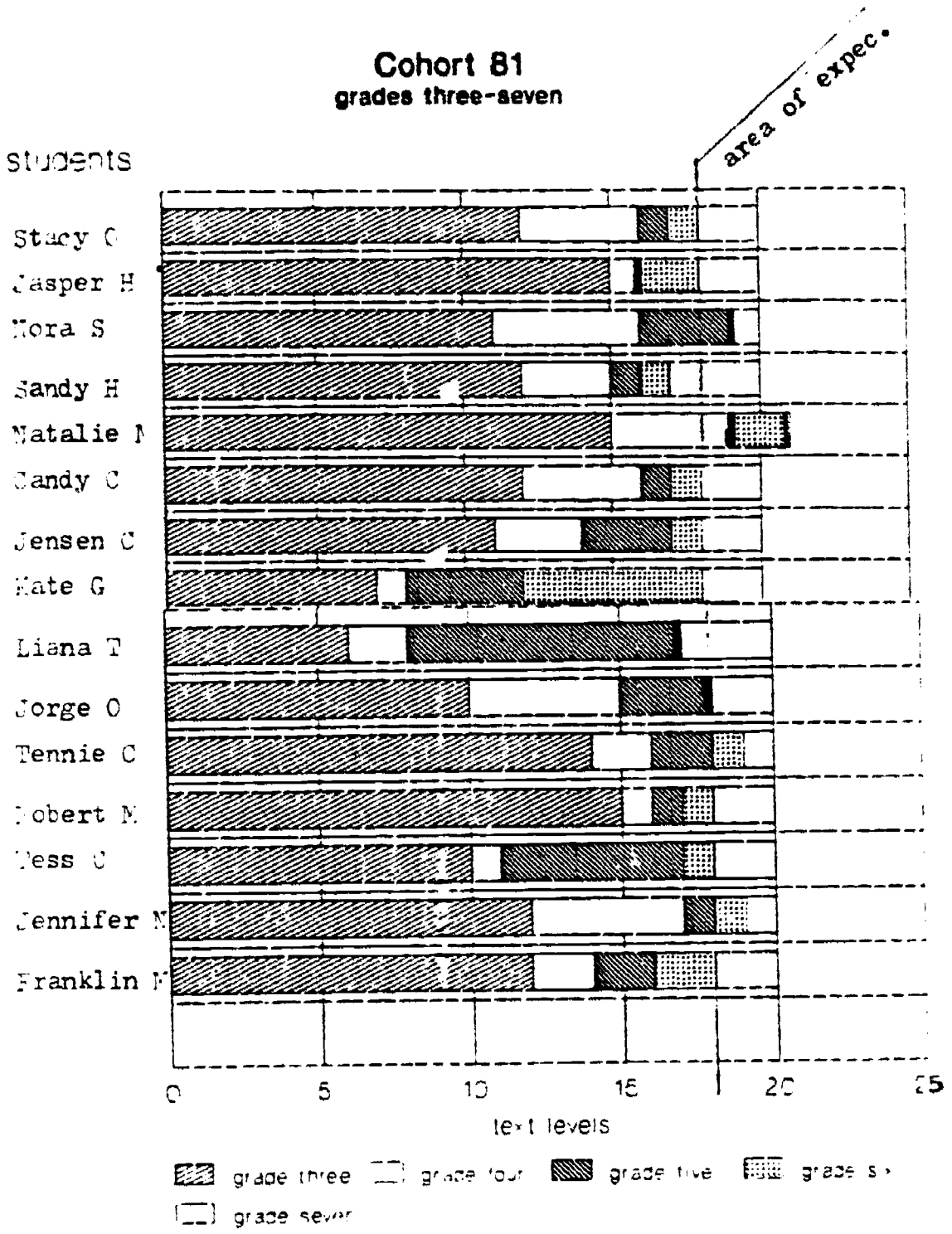
Meaningful miscue and self-correction ratios were good among the 16 students, averaging 69% and 23%, respectively. [For these fluent readers, miscue and self-corrections ratios are not as indicative of competence for two reasons: as mentioned above, these students may derive meaning more easily from silent reading; if they make fewer miscues altogether while reading aloud, they will have fewer opportunities to self correct.]

Note: Three children in this grade failed the reading section of the Massachusetts Basic Skills test: Paley S, Alfie D and Rico D.

Comments on reading of selected students

Julia W

Julia made a slow start in literacy learning. She received several support services from the beginning. Julia's progress in literacy has been slow but steady. In the spring of 1989 she was reading at the expected level for her age, with a high rtio of meaningful miscues and self-corrections and with good comprehension.



reading levels over five-year period

Grade Seven, Cohort 81

Minitab: litone.txt
litone.mtw

N=15

	i.d.	sx	dob	yrs L	eth nic	ln ch	ps
1. Stacy O	7158	2	3.2077	11111	6	1	0
2. Jasper H	7084	1	2.1877	11111	2	0	0
3. Nora S	6685	2	2.1577	11111	3	0	0
4. Sandy H	6437	2	1.0477	11111	2	0	0
5. Natalie M	7073	2	12.1876	11111	6	0	0
6. Candy C	6684	2	11.1976	11111	6	1	0
7. Jensen C	6674	1	10.1976	11111	2	0	1
8. Kate G	6801	2	10.0676	11111	2	0	2
9. Liana T	6665	2	6.0476	11111	6	0	1
10. Jorge O	6723	1	5.2676	11111	6	2	0
11. Tennie C	6682	2	4.1976	11111	2	0	0
12. Robert M	6465	1	4.1676	11111	6	1	0
13. Tess C	6666	2	4.0576	11111	3	6	2
14. Jennifer N	8889	2	3.2076	11111	6	0	0
15. Franklin M	12740	1	2.2776	11111	6	1	1

	--VCW '87-----			---VCW '85-------			----VCW '86----			--VCW '87-----		
	wds	wps	cnt	wds	wps	cnt	wds	wps	cnt	wds	wps	cnt
1.	247	15.4	5.0	58.0	8.3	4.0	*	*	*	247	15.4	5.0
2.	86	12.3	4.5	83.0	7.5	4.5	33	11.0	4.5	86	12.3	4.5
3.	203	9.2	4.5	117.0	7.3	3.5	86	14.5	4.0	203	9.2	4.5
4.	122	11.1	5.0	3.0	4.8	3.5	31	6.0	4.0	122	11.1	5.0
5.	183	11.4	4.5	7.0	17.0	3.0	106	10.5	5.0	183	11.4	4.5
6.	223	12.4	4.0	71.0	7.8	2.0	77	9.5	3.5	223	12.4	4.0
7.	69	6.9	4.0	84.0	7.0	4.0	21	10.5	2.0	69	6.9	4.0
8.	130	14.4	4.0	125.0	8.9	4.0	64	13.0	4.0	130	14.4	4.0
9.	99	11.0	4.0	105.0	8.0	4.0	36	12.0	2.5	99	11.0	4.0
10.	81	10.1	4.0	21.0	7.0	3.0	87	12.5	5.0	81	10.1	4.0
11.	149	21.3	4.5	*	*	*	55	14.0	4.5	149	21.3	4.5
12.	14	10.4	4.0	60.0	12.0	4.5	31	10.0	2.5	14	10.4	4.0
13.	243	17.4	4.0	390.0	9.1	4.5	38	6.5	4.0	243	17.4	4.0
14.	93	8.5	4.0	59.0	8.4	3.0	56	14.0	4.5	93	8.5	4.0
15.	119	8.5	4.0	8.5	12.0	2.0	30	7.5	2.5	119	8.5	4.0

	----OR '85-----				---OR '86-----				----OR '87--------					------OR '88-------					--------OR'89----------				
	acc	msc	cmp	tx	acc	msc	cmp	tx	acc	msc	sc	cmp	tx	acc	msc	sc	cmp	tx	acc	mm	sc	cmp	txt
1.	99	95	4	12	98	81	4	16	98	100	56	4	17	99	100	85	3	18	93	87	22	2	20
2.	97	53	2	15	97	81	4	16	96	94	33	4	16	94	85	14	4	18	99	88	63	4	20
3.	99	84	4	11	96	54	4	16	95	93	13	3	19	99	100	33	3	19	97	75	25	3	20
4.	99	50	3	12	94	53	4	15	96	81	22	2	16	95	90	14	3	17	97	93	25	4	20
5.	100	94	4	15	97	89	3	19	98	85	42	4	19	99	77	55	4	21	100	0	0	4	21
6.	99	70	4	12	96	68	2	16	95	83	16	2	17	97	90	0	3	18	99	100	33	3	20
7.	98	66	3	11	97	91	4	14	96	90	28	3	17	97	86	26	4	18	97	86	26	4	20
8.	91	46	2	7	94	81	2	8	95	93	40	3	12	93	73	26	2	18	96	73	39	3	20
9.	99	78	4	6	92	61	4	8	96	68	36	2	17	94	90	30	3	17	96	58	33	2	20
10.	98	58	4	10	92	54	2	15	96	82	29	2	18	97	83	16	4	18	97	62	25	4	20
11.	100	100	4	14	98	75	3	16	97	92	23	4	18	99	60	20	3	19	96	12	12	3	20
12.	97	47	4	15	98	42	1	16	98	91	66	3	17	97	100	50	4	18	99	66	50	4	20
13.	92	37	2	10	93	46	4	11	93	81	21	3	17	97	76	38	3	18	95	75	25	3	20
14.	99	82	4	12	98	55	3	17	95	80	33	3	18	97	83	25	4	19	96	100	24	4	20
15.	99	86	2	12	97	63	4	14	95	75	27	2	16	96	100	10	3	18	97	75	37	3	20

Grade Seven Cohort 81

Fifteen students in this class were in grade three (the highest grade participating in the Literacy Project) when the evaluations study began in 1985. Children who entered after grade three are not included in the report. All fifteen of these students met reading expectations for seventh grade, levels 19-20, in spring, 1989:

Stacy O	XXXXXXXXXXXXXXXXXXXX	20
Jasper H	XXXXXXXXXXXXXXXXXXXX	20
Nora S	XXXXXXXXXXXXXXXXXXXX	20
Sandy H	XXXXXXXXXXXXXXXXXXXX	20
Jensen C	XXXXXXXXXXXXXXXXXXXX	20
Kate G	XXXXXXXXXXXXXXXXXXXX	20
Liana T	XXXXXXXXXXXXXXXXXXXX	20
Jorge O	XXXXXXXXXXXXXXXXXXXX	20
Tennie C	XXXXXXXXXXXXXXXXXXXX	20
Robert M	XXXXXXXXXXXXXXXXXXXX	20
Tess C	XXXXXXXXXXXXXXXXXXXX	20
Jennifer N	XXXXXXXXXXXXXXXXXXXX	20
Franklin M	XXXXXXXXXXXXXXXXXXXX	20
Candy C	XXXXXXXXXXXXXXXXXXXX	20
Natalie M	XXXXXXXXXXXXXXXXXXXXX	21

Comments on literacy learning of selected students

Stacy O

Stacy read a particularly difficult piece of non-fiction at level 20. Her partial re-telling of the text was probably due more to lack of knowledge about, and familiarity with, the subject matter (astronomy) than to poor understanding in general. This view is reinforced by her past record of good comprehension.

Liana A

Liana, who also gave a partial retelling, has not been strong on comprehension in the past. Last year's report commented, "Her comprehension was poor [at level 17] in 1987," and perhaps she should have given an easier text at the time. Her comprehension was good [in 1988, again at level 17] and her strategies stronger." This year Liana read two levels higher and her comprehension again seemed weak. She did not attempt to self-correct and, according to the examiner, "could not retell without questions."

UNGRADED K-3, BILINGUAL CLASSES

Bilingual Kindergarten

Minitab litbig.txt
litbig.mtw

N= 25

	id	sex	dob	yrsL	ethn	age mos 5/89	CAP
1. Greta A	18882	2	2.2684	1	5	62	5
2. Vava B	20141	2	2.2184	1	5	62	9
3. Ben C	19585	1	12.2383	1	5	64	11
4. Hali C	19681	1	8.2383	1	5	68	2
5. Monica C	19284	2	11.2583	1	5	65	12
6. Carmina F	19101	2	4.1483	1	5	76	12
7. Helena F	19222	2	5.0783	1	5	72	*
8. Isti F	19723	1	11.1682	1	5	77	9
9. George F	18878	1	2.0284	1	5	63	7
10. Miguel G	19827	1	3.2283	1	5	73	10
11. Katya G	19581	2	4.0483	1	5	73	5
12. Enno L	18883	1	12.0983	1	5	65	6
13. Keri L	19175	1	12.2883	1	5	64	3
14. Carlos M	20053	1	9.2783	1	5	67	9
15. Cremona P	19612	2	3.2384	1	5	61	10
16. David P	18884	1	4.1783	1	5	72	8
17. Leonardo R	18877	1	3.3083	1	5	73	8
18. Giri R	19507	1	3.1083	1	5	74	7
19. Manfredo R	19117	1	10.2483	1	5	66	3
20. Vanessa R	18885	2	2.1883	1	5	74	8
21. Wally	18881	1	8.1083	1	5	69	5
22. Barb R	18886	2	9.0483	1	5	68	5
23. Marta T	19535	2	10.2382	1	5	78	8
24. Ari V	17994	1	9.2282	1	5	79	*
25. Limo Z	18880	1	8.2083	1	5	68	11

BILINGUAL KINDERGARTEN

Concepts about Print, an instrument designed to assess a child's knowledge about the print system, was administered in Spanish to 23 of the 25 children in this grade. In this assessment, the examiner asks the child a series of 24 questions in the course of reading aloud a simple, illustrated story. The questions probe whether the child knows, for instance, where the front of the book is, understands directionality in reading (left-right, top-bottom), knows what a letter is, what a word is, and so on. [For more details see Appendix.] The score represents how many of the 24 questions the child is able to answer.

The number of correct responses in this class varied from 2 to 12 with a median of 8--slightly down from the average median score of 8.6 over the previous four years.

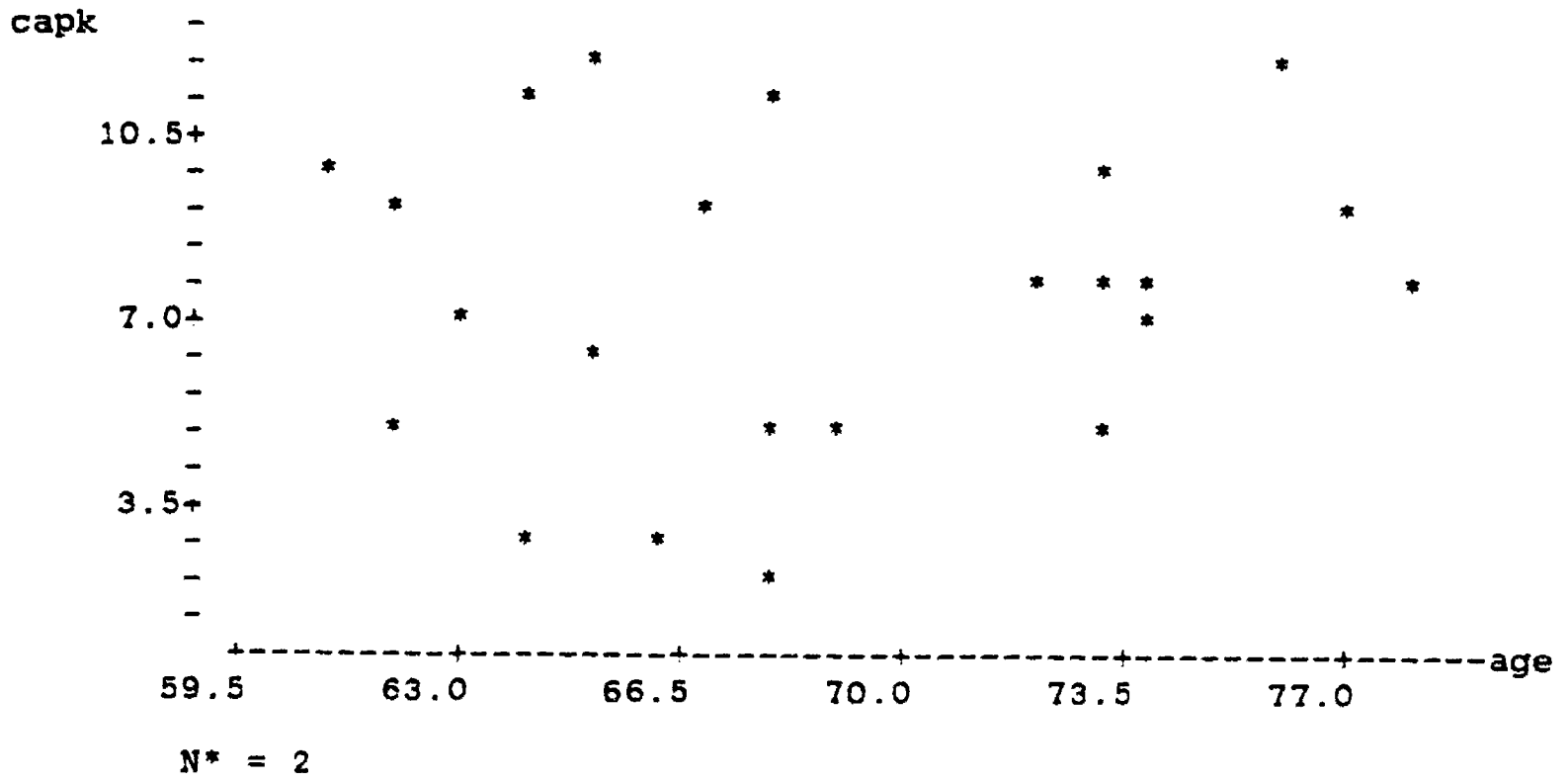
Hali C	XX 2
Keri L	XXX 3
Manfredo R	XXX 3
Katya G	XXXXX 5
Wally R	XXXXX 5
Greta A	XXXXX 5
Barb R	XXXXX 5
Enno L	XXXXXX 6
George F	XXXXXXX 7
Giri R	XXXXXXX 7
Marta T	XXXXXXXX 8
Leonardo R	XXXXXXXX 8
Vava R	XXXXXXXX 8
David P	XXXXXXXX 8
Vava	XXXXXXXXX 9
Carlos M	XXXXXXXXX 9
Isti F	XXXXXXXXX 9
Miguel G	XXXXXXXXXX 10
Cremona P	XXXXXXXXXX 10
Limo Z	XXXXXXXXXXX 11
Benno C	XXXXXXXXXXX 11
Monica C	XXXXXXXXXXXX 12
Carmina F	XXXXXXXXXXXX 12

Note: Two children, Ari V and Helena F, did not take this test.

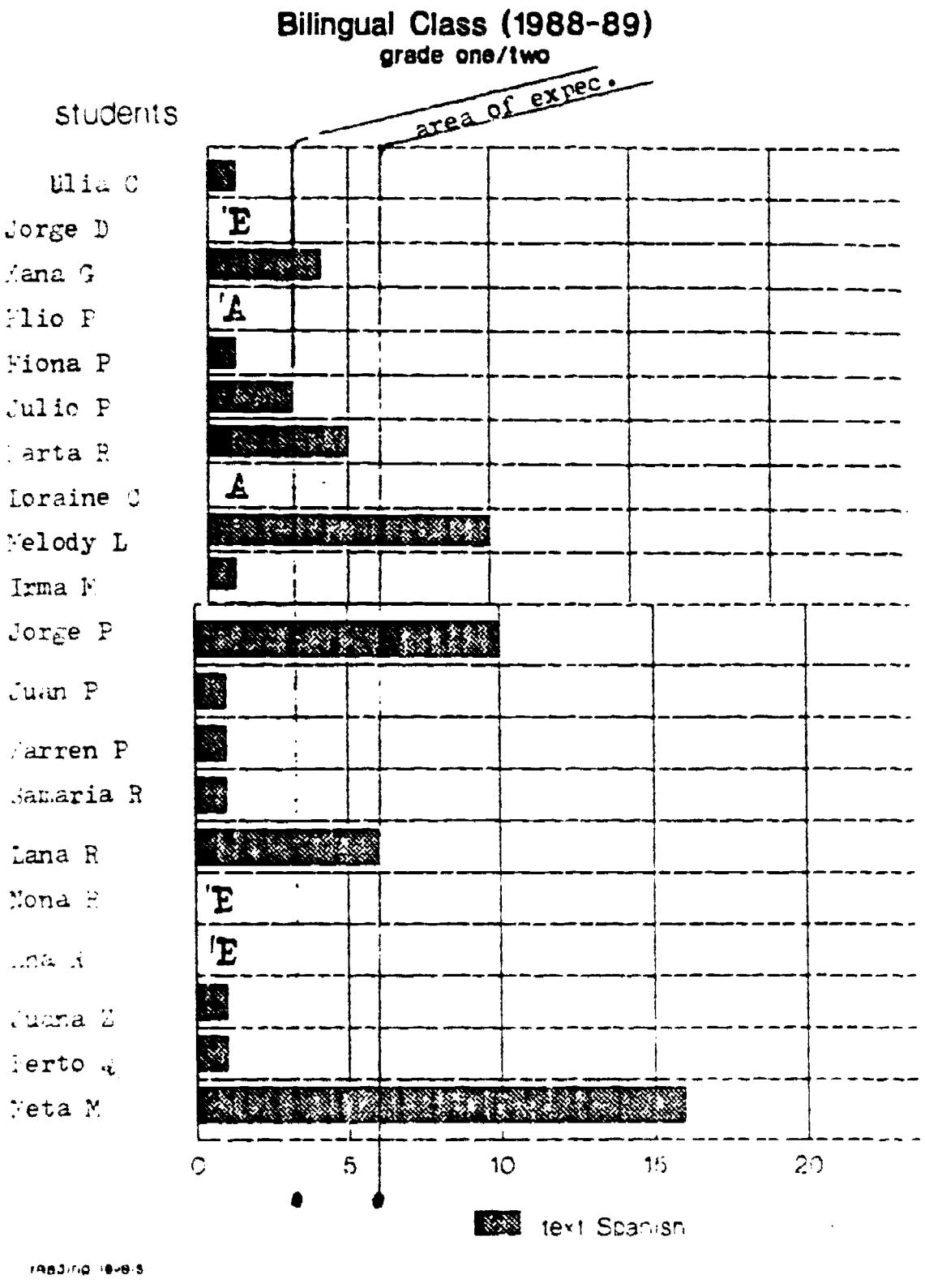
The average age of this group of children is about the same as that of the standard kindergarten: five years, nine months in May, 1989.

Judging from the results of Concepts about Print, a number of these children will need more experience with books and print before they are ready for early reading.

The scatterplot which follows relates children's ages (in months) to their scores on Concepts about Print. Ages are represented on the horizontal axis, across the bottom of the graph, scores on the vertical axis, up the lefthand side. There is no distinct relationship between the two, in this class, i.e. the older children don't necessarily have more knowledge of the print system than than younger ones. Asterisks are distributed fairly evenly on the graph with no evident grouping from lower left to upper right.



N* = 2


Bilingual Class (1988-89)
grade one/two
students
area of expec.
Ulia C
Jorge D
Xana G
Flio P
Fiona P
Julio P
Carta R
Loraine C
Melody L
Irma M
Jorge P
Juan P
Warren P
Samaria R
Lana R
Mona R
Linda X
Juana Z
Berto Q
Meta M
E
A
E
E
0
5
10
15
20
text Spanish

B1 1-2

Bilingual One\Two

Minitab: litbif.txt
litbif.mtw

N=20

	i.d.	sx	dob	age 6/88	eth nc	ln ch	ps	yrs L	--CAP-- K	gr1	---VCW '89--- wds	wps	cnt	-----OR 89-------- ac	mm	sc	cmp	txt
1. Ulia C	18091	2	2.1282	76	5	0	0	22	6	19	17	4.3	2	90	63	25	2	1
2. Jorge D	16323	1	2.1882	75	5	1	2	22	3	8	19	6.3	E	E	E	E	E	E
3. Xana G	18090	2	12.1582	66	5	2	0	22	10	22	53	8.8	4	98	14	57	4	4
4. Elio P	17013	1	4.2282	73	5	2	0	22	9	14	*	*	*	*	*	*	*	*
5. Fiona P	17432	2	7.0282	71	5	0	0	22	*	13	39	9.6	4	97	83	67	3	1
6. Julio P	17425	1	6.0682	72	5	2	0	22	5	16	22	7.3	3	94	63	25	3	3
7. Marta R	18115	2	6.2082	71	5	2	0	22	12	11	75	8.3	4	95	85	70	3	5
8. Loraine C	19879	2	10.2580	91	5	1	0	2	*	*	22	7.3	3	*	*	*	*	*
9. Melody L	19583	2	8.1480	94	5	1	0	2	*	*	57	7	2.5	98	20	44	4	10
10. Irma M	20194	2	10.1082	78	5	1	0	2	*	13	35	17.5	3.5	88	30	30	3	1
11. Jorge P	19418	1	7.1681	82	5	0	0	2	*	*	69	7.6	3.5	98	100	20	4	10
12. Juan P	19603	1	9.1281	81	5	1	0	2	*	*	12	4	2.5	85	6	4	3	1
13. Warren P	17912	1	11.1280	90	5	1	0	2	*	*	20	10	2	92	88	38	4	1
14. Samaria R	17722	2	6.1981	83	5	1	0	2	*	*	13	6.5	2.5	95	71	57	3	1
15. Lana R	19580	2	4.1982	73	5	1	0	2	*	16	188	11	3.5	97	31	68	3	6
16. Nona R	19947	2	12.1881	77	5	1	0	2	*	14	29	4.8	2.5	E	E	E	E	E
17. Ana R	18421	2	12.0881	78	5	1	0	2	*	12	66	8.6	3	E	E	E	E	E
18. Juana Z	18384	2	12.1581	78	5	1	0	2	*	*	75	9.4	4	93	72	37	3	1
19. Berto Q	20799	1	10.2582	67	5	0	0	2	*	10	40	6.7	2.5	96	16	66	3	1
20. Meta M	20728	2	5.1682	72	5	1	0	2	*	*	48	9.6	4	98	86	62	4	16

BILINGUAL ONE\TWO

Of the 20 children in this class, 12 were given Concepts about Print and 18 were assessed in oral reading. [See Appendix for explanation of instruments.]

The mean score on Concepts about Print was 13.5, a significant gain of five points from the previous year (7.5) although over a point below the average of median scores for this grade in the past (14.8). [See tables on following page, for actual scores.]

In the Oral Reading Assessment, fifteen children were tape recorded reading graded texts, the tapes later scored along five parameters (see explanation in Appendix). Levels 1-10 are considered appropriate for children in grades one and two.

Emergent readers

Ana R, Jorge D, and Nona R were found to be emergent readers in spring, 1989, not yet able to get meaning at first sight from text #1. They were not tape recorded at this time.

Early readers

This group of 15 children were reading text levels as follows. Note that the numbers represent sequencing assigned by the publishers, not grade levels. The texts, included in the Appendix, can be identified by these assigned numbers.

Berto Q	X	1
Ulia C	X	1
Fiona P	X	1
Samaria R	X	1
Julio P	X	1
Warren P	X	1
Irma M	X	1
Julio P	XXX	3
Maria R	XXXXX	5
Lana R	XXXXXX	6
Xana G	XXXXXXXX	8
Juana Z	XXXXXXXXX	9
Melody L	XXXXXXXXX	9
Jorge P	XXXXXXXXX	9
Meta M	XXXXXXXXXXXXXXXX	16

Two children, Elio P and Loraine C, were not tested on oral reading.

There is clearly a wide range of reading levels within this group of children. Comprehension among the early readers was good to excellent, with one exception (Ulia C) who gave a partial retelling of the story she read aloud. Although his

comprehension was good, Julio P had low ratios of both meaningful miscues and self-corrections.

Comments on literacy learning of selected students

Jorge D

Jorge had very little book knowledge when he entered kindergarten in the fall of 1987. In March, he answered three out of 24 questions in Concepts about Print. A year later, he gave 8 correct responses, still below the 14.8 average.
His first attempts to write in grade one were copying signs (TEXACO, for example) and labeling figures (mostly with numerals) in his journal. His drawings are careful and detailed as well as distinctive and stylistically consistent.

By the end of first grade, Jorge, although still an emergent reader, was "able to read and recognize the brand names on his shoes, shoe laces, jackets, pants and shirts....he made numerous lists [of signs], copied from books or from actual signs. He was able to read a number of them." (notes by Project intern). Jorge, although he needed a good deal of support, was making progress towards early reading.

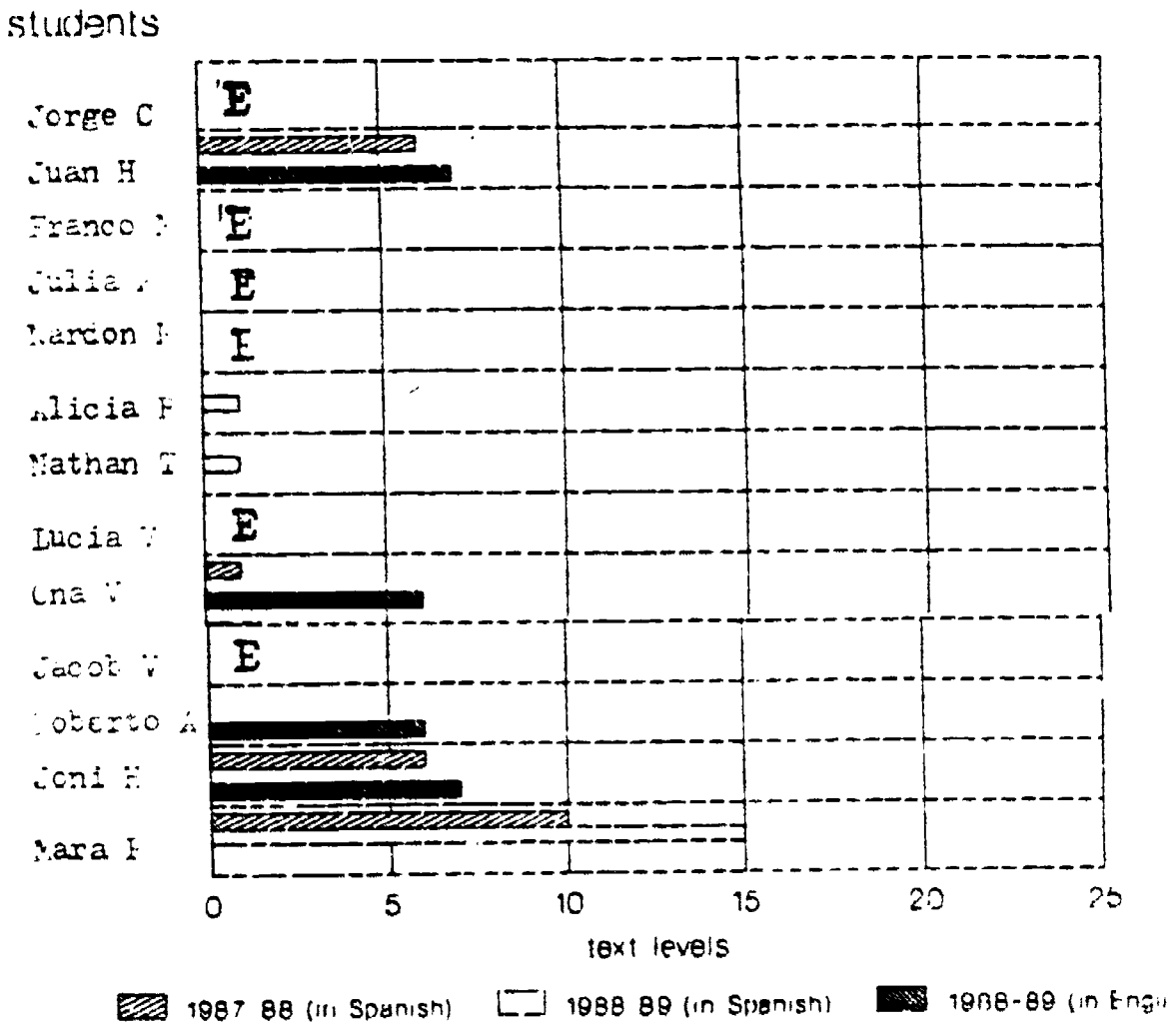
Ana R

Ana came to the Longfellow School in grade one. She scored 12 on Concepts about Print. Given the first text to read, "La Miel," Ana made up her own story, using clues from the illustrations. She was still an emergent reader at this time.

Nona R

Also entering in grade one, by spring Nona was able to read "La Miel" with help. She seemed on the edge of early reading.

Bilingual Class (1988-89)
Grade two/three



reading levels over two-year period

Bilingual Grade Two\Three

Minitab: litbie.txt
litbie.mtw

N= 13

	id	sex	dob	age mos 5\87	yrs L	eth nc	ln ch	ps	CAP K	CAP gr1
1. Jorge C	15196	1	11.0281	66	222	5	2	0	12	14
2. Juan H	16126	1	11.2581	65	222	5	0	0	14	19
3. Franco M	15354	1	5.2281	71	222	5	1	2	6	14
4. Julia	15675	2	10.2381	66	222	5	2	0	*	13
5. Nardon M	15663	1	2.0782	63	222	5	2	0	9	12
6. Alicia R	16322	2	1.0382	64	222	5	2	0	9	10
7. Nathan T	15191	1	2.2882	62	222	5	2	2	7	12
8. Lucia V	15192	2	11.2381	65	22	5	2	0	*	15
9. Ona V	15193	2	9.2881	67	222	5	2	0	13	15
10. Jacob V	16337	1	8.0181	69	222	5	2	0	10	10
11. Roberto A	18159	1	12.0179	89	22	5	2	0	*	18
12. Joni H	16127	1	4.1080	85	222	5	1	0	*	17
13. Mara P	18128	2	6.0880	83	22	5	2	0	*	22

	----VCW '88'---- wds	wps	cnt	--OR '88----- ac	msc	sc	cmp	txt	-----OR'89--------- ac	mm	sc	cmp	txt ()=Spanish
1.	11	3	2	*	*	*	*	*	*	*	*	*	*
2.	26	3	3	98	14	23	3	(6)	98	40	20	4	7
3.	*	*	*	*	*	*	*	*	E	E	E	E	E
4.	13	1	2	*	*	*	*	*	96	33	33	4	*
5.	0	0	0	*	*	*	*	*	E	E	E	E	E
6.	8	0	0	*	*	*	*	*	97	89	78	1	(1)
7.	0	0	0	*	*	*	*	*	96	90	20	4	(1)
8.	0	0	0	*	*	*	*	*	E	E	E	E	E
9.	49	7	2.5	93	20	20	1	(1)	97	77	31	4	6
10.	13	3	2.5	*	*	*	*	*	E	E	E	E	E
11.	38	5	3.5	*	*	*	*	*	95	76	23	4	6
12.	40	3	3.5	83	28	8	3	(6)	96	41	18	3	7
13.	44	3	3.5	97	45	45	4	(10)	97	71	38	4	(15)

BILINGUAL TWO\THREE

Of the thirteen children in this class, 10 had been in the bilingual program at Longfellow School for three years, the other three--Lucia, Roberto and Mara--for two years.

Oral reading in English

Four children were taped reading texts #6 or #7 aloud in English --almost up to expected levels for standard grade two (between #7 and #10). Their comprehension was good to excellent:

Ona V	XXXXXX 6
Roberto A	XXXXXX 6
Joni H	XXXXXXX 7
Juan H	XXXXXXX 7

Oral reading in Spanish

Julia M	X
Alicia R	X 1 (Spanish text)
Nathan T	X 1 (Spanish text)
Mara P	XXXXXXXXXXXXXXX 15 (Spanish text)

Julia had a somewhat low meaningful miscue ratio. Alicia R had difficulty with the retelling, relying a good deal on clues from the illustrations.

Emergent readers

Franco M and Nardon M were emergent readers.

Three students did not do oral reading samples in spring, 1989: Jorge C, Lucia V and Jacob V.

Comments on selected students

Jorge C was not tested in 1989. The previous year he read text #1, "La Miel." Although his accuracy was low and he sometimes confused the letters of the alphabet, he was able to give a good account of the story after the reading.

Franco M, an emergent reader in both Spanish and English, had difficulty with initial sounds.

Nardon M, also an emergent reader, depended on the illustrations more than the print, for clues to meaning.

EVALUATION STUDY: LONGFELLOW SCHOOL LITERACY PROJECT *

PART TWO

Brenda S. Engel
Lesley College
Cambridge, MA 02138

September, 1991

*NOTE: In this version of the report, the names of the students have been changed to "documentation names" in order to ensure privacy.

INTRODUCTION

The results of the five-year Evaluation Study of the Longfellow School Literacy Project are reported in two parts:

Part One, completed in 1989, contains a description of the background and rationale for the study, the instruments used and the class-by-class results of the assessment. Part Two contains a summary, additional follow-up data on two cohorts, 13 child studies, analysis of the summary data, description of the context of learning at the Longfellow School, and critique of the instruments used. The Appendix includes a history of the Cambridge Lesley Literacy Project, further information about the instruments and copies of the texts used for the oral reading samples.

I. SUMMARY

This section, originally intended to come at the end of the Report, has been put at the beginning of Part Two so it can serve as both summary of, and index to, the contents of both parts. Page references, in parentheses, indicate where evidence may be found in the text to back up the summative statements.

A. Teaching and Learning

1) Progress

Children in standard classes remaining in the Longfellow School Literacy Project all learned to read and write competently by the time they were in the upper elementary grades. (Part One: 11-56; also graphs pp. 15, 23,28, 35, 41, 47 and 53)

Children characteristically learned in uneven increments, not according to grade level expectations. (Part One graphs: 15, 23, 28, 35, 41, 47, 53)

Children in bilingual classes began school with less knowledge of the conventions of print, on average, than those in standard classes, although they made equivalent gains between kindergarten and grade one. (Part Two: 107)

Effects of the intensive writing project on reading were not immediately evident although the one-year follow-up study is not an adequate basis for drawing conclusions. (Part Two: 77)

2) Characteristics of learning

Sources of literacy learning vary from popular "kid culture" to sports, family relationships and literature itself. (Part Two: 78-98, 99-101). Motivation to learn is inherent. (Part Two: 123)

Children have distinctive interests, creative styles and ways of connecting with academic learning. (Part Two: 78-98, 101)

Questions of morale and self-respect are central to learning. (Part Two: 78-98, 104-105)

3) Teaching

Teachers at the Longfellow School represent a continuum of beliefs and practices, from the near-traditional to the near-developmental with the extremes at either end not represented. (Part Two: 116) Children in the Longfellow School Literacy Project have considerable experience with literature on a daily basis, through being read to aloud, through individual and shared reading and through the availability of trade books and child-produced writings in the classrooms. Basals, although still in use, do not necessarily constitute the basic reading program. (Part Two: 119)

All the Longfellow teachers have changed their beliefs and practices to some extent as a result of the Literacy Project. (Part Two: 122-124) Most see children as inherently motivated to learn. (Part Two: 124) Obstacles to change towards whole language practices include uncertain conviction, lack of know-how and institutional roadblocks. (Part Two: 124-126)

B. Evaluation

1) Theory in general

A number of currently held assumptions about the nature of language and literacy learning carry implications for evaluation and assessment, requiring methods to be reconceived. (Part One: 5-6)

Criteria of expectations rather than standards are more appropriate in the primary years. (Part Two:105)

Children and parents should play active roles in evaluation. (Part Two:106)

Standardized testing is counter-productive in the primary grades. (Part One: 4-5)

2) Theory as applied to Evaluation Study

Constructivist/developmental and whole language theories informed the methods and instruments of the Evaluation Study. (Part One 4-5, Appendix A, Part Two 99)

Data for the Evaluation Study is primarily longitudinal documentation ("keeping track"). (Part One: 6, 9; Part Two: 105)

3) Methods

Data for the Evaluation Study consisted of results of Concepts about Print, Oral Reading Samples and Visual Cue Writing Samples. (Part one: 2, Appendix) The thirteen child studies included also observations, inter- views and individual collections of work. (Part One: 7-8, 12, 16-17, 24-25, 29-30, 36-37, 42-43, 48-50, 54-55, 58, 62, 66)

Concepts about Print, although in some ways useful for research, was found not particularly helpful for classroom instruction. (Part Two: 130) The Emergent Reading Interview although not as standardized, gives more useful information. Results of Concepts about Print were not consistently age-related. (Part One: 14, 60) nor did they predict later progress in reading. (Part Two: 129-130)

The Developmental Reading Assessment gives good information but needs some adaptations to be maximally useful for ordinary classroom use. (Part Two: 133-135) Text levels as measures of progress are less significant above grade 3. (Part Two: 109 & 134) Evaluation Study text levels correlate quite well with results of State Basic Skills testing--but not well enough to feel confident that the reading ability of virtually all children is being reliably evaluated by the tests; almost one out of four children, according to our assessment, is being misjudged, almost always to their disadvantage. (Part Two 109-111)

Because of the complexity of the reading process, simple correlations are not possible between meaningful miscue ratios and text levels. (Part Two: 113-114)

The Visual Cue Writing Sample was found to be inappropriate in several ways, particularly as it overvalued certain qualities in writing and relied on contrived rather than natural motivations. (Part Two: 130-132)

The thirteen child studies yielded interesting data which

gave rise to "extended thoughts" on sources of learning, characteristics of learners, issues of morale and self-respect, and expectations versus standards. (Part Two: 99-106)

II. FOLLOW-UP STUDY

The Evaluation Study was initially designed for a five-year period, from the fall of 1984 through the spring of 1989. It was decided, however, to collect additional data on children's reading in the spring of 1990 in order to assess the possible effects on children's learning of an intensive two-year writing project carried out at the Longfellow School (funded by an outside source [1]). The writing project formally ended in the spring of 1990 although, of course, individual teachers continued to include writing in the classroom curriculum.

The follow-up study focuses on the two classes most likely to have been affected by the writing project: Cohort 88 who were in kindergarten and first grade during the two years and Cohort 87 who were in first and second grades. We confined the data collection to only those children who were actually in the school both years, not ones who either left or entered during that period. For this reason, data on Cohort 87 (grades one and two) is limited to 27 children and data on Cohort 88 (kindergarten and grade one) to 22 children.

The oral reading proficiency of children in the two cohorts was assessed, in the spring of 1990, by the same methods used over the previous five years (see Part One). Children were tape-recorded reading aloud complete stories sequenced in order of difficulty (not by grade level). Tapes were then scored for literal word-by-word accuracy, ratio of meaningful miscues to total miscues, ratio of self-corrections to total miscues and level of text read.

The following tables give the accumulated information on each of the two cohorts, beginning with routine demographic data. The graphs show levels of the texts read by individual children. [2]

---

[1] Mr. Bingham's Trust for Charity generously supported the writing project over a two-year period.

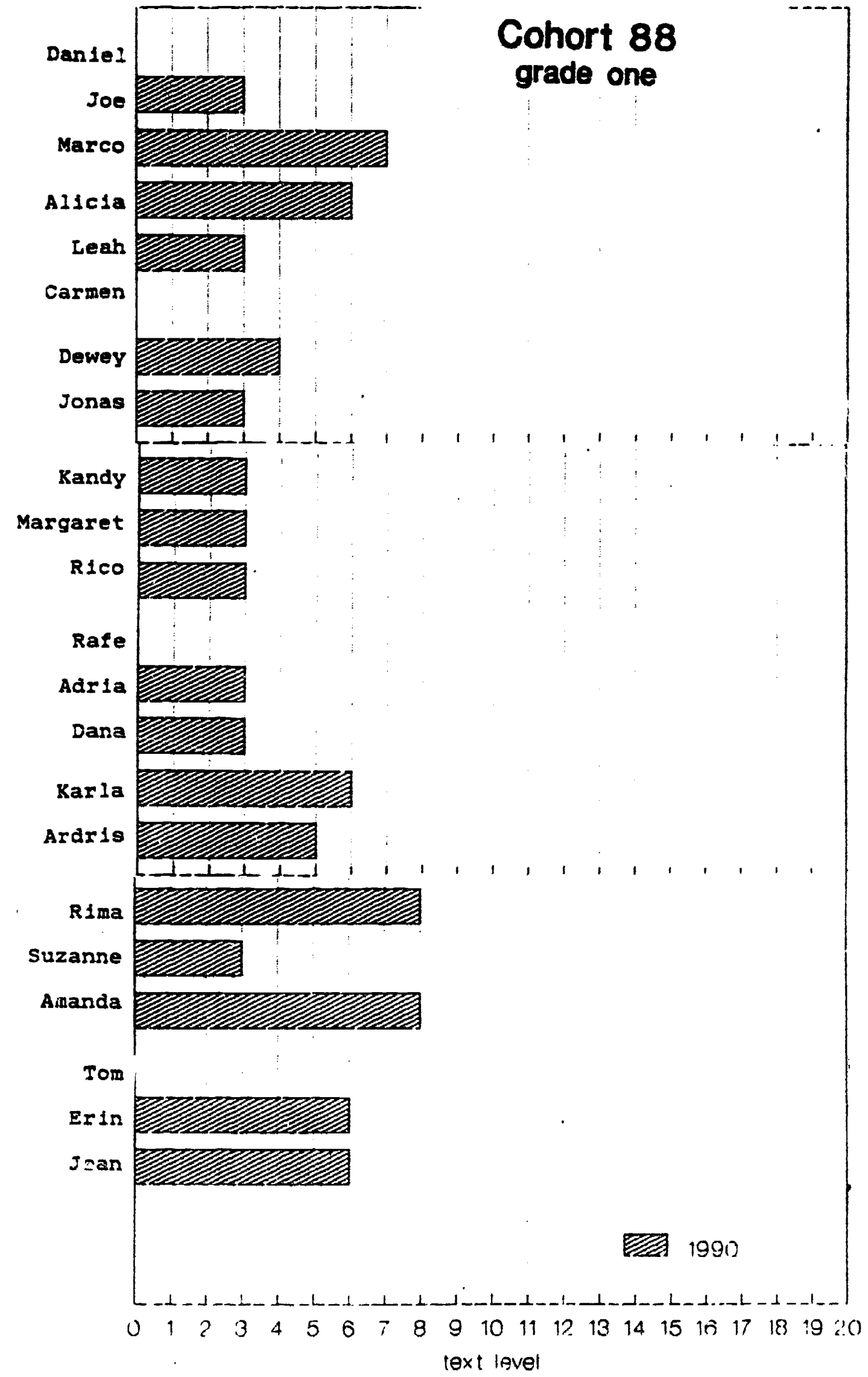
[2] To understand the informational tables and graphs, the reader will need to refer to Part One of the Evaluation Study.

Grade One, Cohort 88 Minitab: litate.txt
litate.mtw

Fran Phetteplace, Diane Graham, teachers

N=38

		i.d.	sex	dob	yrs Lngfl	eth nic	lnch	ps	age mos	CAP K	OR90 acc	mm	sc	cmp	tx
1.	Daniel	19303	1	6.0483	1	6	0	0	84	10	ER				
2.	Joe	17087	1	10.0583	1	6	0	0	80	14	93	50	8	3	3
3.	Marco	18894	1	9.0383	1	5	1	0	81	14	95	75	29	4	7
4.	Alicia	18900	2	2.2684	1	6	1	0	75	11	90	62	19	3	6
5.	Leah	17202	2	2.0583	01	6	0	0	88	11	96	78	14	4	3
6.	Carmen	19101	2	4.1483	1	5	1	1	86	12	ER				
7.	Dewey	19374	1	3.2684	1	6	0	0	74	10	97	57	29	3	4
8.	Jonas	19689	1	1.2784	1	6	1	1	76	10	97	57	29	4	3
9.	Kandy	18907	2	2.1084	1	6	0	0	76	14	97	60	0	3	3
10.	Margaret	18908	2	1.2484	1	6	0	0	76	10	84	30	4	2	3
11.	Rico	19777	1	2.2784	1	2	1	1	75	9	98	71	21	3	3
12	Rafe	18897	1	9.0883	1	3	1	0	81	9	ER				
13.	Adria	19370	2	3.0884	1	6	0	1	75	12	97	100	0	4	3
14.	Dana	19945	1	11.0383	1	2	1	0	79	7	95	90	30	3	3
15.	Karla	18910	2	11.2083	1	6	0	0	78	11	90	67	16	4	6
16.	Ardris	17203	2	3.0583	1	6	1	1	87	12	94	67	27	4	5
17.	Rima	18906	2	2.1583	1	6	0	0	88	15	91	87	37	4	8
18.	Suzanne	18911	2	4.0583	1	2	1	1	76	8	85	46	14	3	3
19.	Amanda	18903	2	12.1783	1	2	1	1	77	13	95	89	26	3	8
20.	Tom	19099	1	8.1683	1	2	0	0	81	11	ER				
21.	Erin	18567	2	5.1983	1	2	1	0	84	12	92	57	25	2	6
22.	Jean	19114	2	10.0583	1	6	0	0	80	16	98	57	43	3	6


children
Cohort 88
grade one
Daniel
Joe
Marco
Alicia
Leah
Carmen
Dewey
Jonas
Kandy
Margaret
Rico
Rafe
Adria
Dana
Karla
Ardris
Rima
Suzanne
Amanda
Tom
Erin
Jean
1990
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
text level

Grade Two, Cohort 87

Minitab litsev90.txt
litsv.mtw

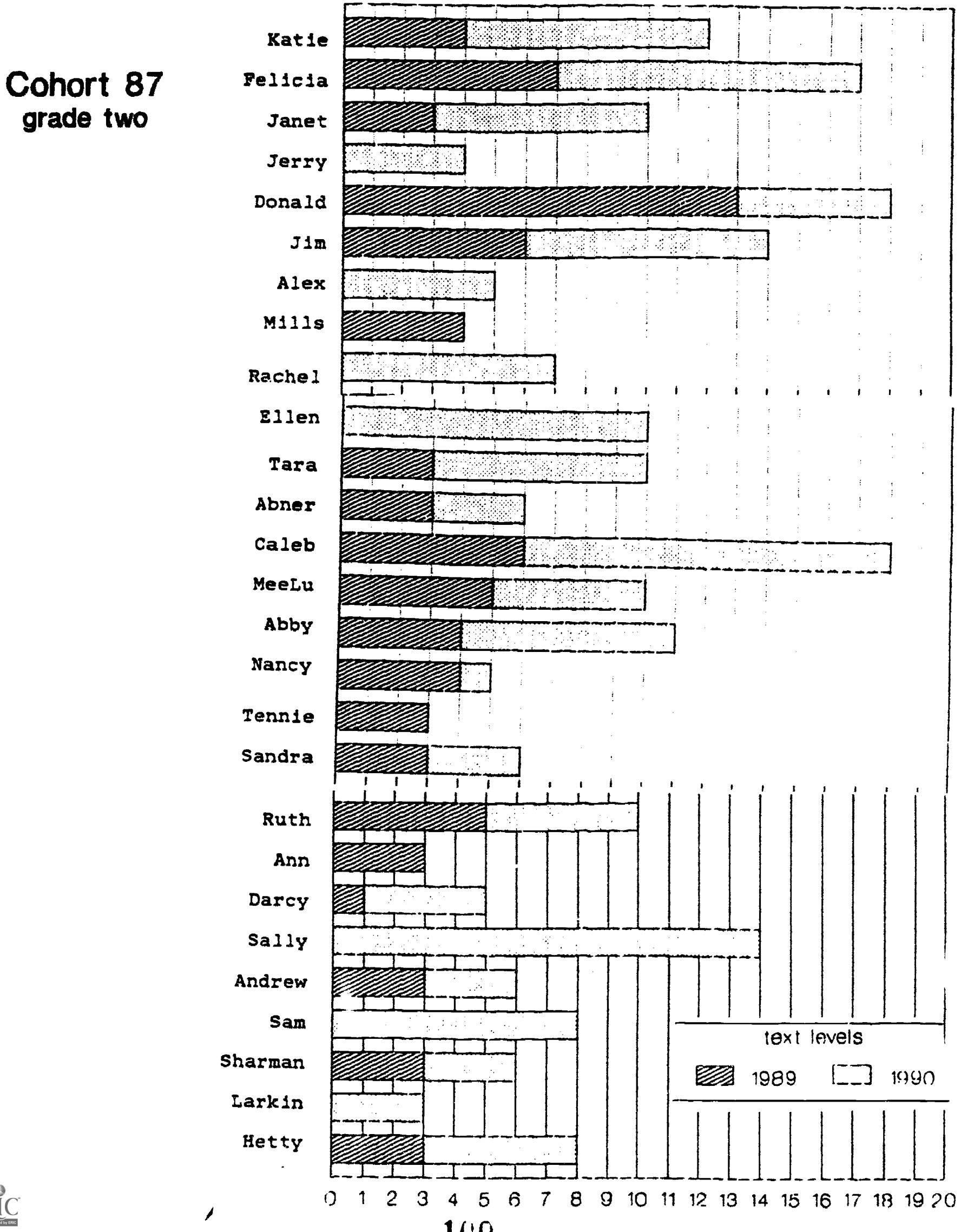
Charlene Morrison, Joyce Patterson, teachers
N=33

		i.d.	sx	dob	yrs L	eth nc	ln ch	ps	age mos 6/90	CAP K	CAP gr1
1.	Katie	17204	2	6.2182	11	2	0	0	95	18	21
2.	Felicia	19211	2	1.2482	1	6	1	0	100	*	21
3.	Janet	17193	2	7.2182	11	5	1	0	94	11	19
4.	Jerry	19959	1	6.1681	1	6	0	0	106	*	*
5.	Donald	19396	1	2.0282	1	6	0	0	99	*	23
6.	Jim	17207	1	8.2282	11	6	0	0	93	16	21
7.	Alex	17300	1	7.1182	11	2	1	0	95	4	12
8.	Mills	17200	1	6.0882	11	6	0	0	96	18	20
9.	Rachel	16215	2	5.0982	1	2	0	0	97	*	16
10.	Ellen	16977	2	5.0982	11	2	0	0	97	8	17
11.	Tara	16220	2	1.0382	101	2	1	1	101	*	19
12.	Abner	15355	1	3.2282	101	3	1	0	98	*	17
13.	Caleb	17206	1	5.2282	11	6	0	0	96	16	16
14.	MeeLu	18298	2	9.1782	1	3	1	0	92	*	20
15.	Abby	17196	2	7.0782	11	6	0	0	85	15	19
16.	Nancy	15356	2	2.0482	11	6	0	0	100	16	22
17.	Tennie	18292	2	10.0783	11	5	1	0	92	4	13
18.	Sandra	17982	2	7.0482	1	5	1	1	95	*	15
19.	Ruth	17587	2	4.0282	11	2	0	0	98	17	17
20.	Ann	17554	2	10.0782	11	6	0	0	92	13	21
21.	Darcy	17190	1	3.1282	11	2	0	0	99	9	13
22.	Sally	19212	2	11.1782	1	6	1	0	90	*	18
23.	Andrew	15653	1	5.1781	101	6	1	1	108	*	21
24.	Sam	17205	1	5.1082	11	6	1	1	99	9	17
25.	Sharman	17208	2	6.2182	11	6	0	0	95	14	18
26.	Larkin	16825	1	9.1581	11	2	1	0	105	11	15
27.	Hetty	17194	2	11.1881	11	6	0	0	102	14	18

Grade Two cont.

	------or '89----------					----VCW'89------			-----or '90--------				
	acc	msc	sc	cmp	txt	wds	wps	cnt	acc	msc	sc	cmp	tx
1.	96	50	33	3	4	41	5.1	3.5	96	78	35	4	12
2.	97	58	16	4	7	105	17.5	3.5	99	80	0	3	17
3.	96	16	33	2	3	41	10.2	3.5	92	92	67	4	10
4.	E	E	E	E	E	14	7	3.5	88	31	31	4	4
5.	97	90	10	4	13	44	7.3	4	96	88	12	4	18
6.	98	80	40	3	6	33	5.5	3.5	99	100	92	4	14
7.	E	E	E	E	E	42	5.2	3.5	97	83	50	4	5
8.	95	30	10	3	4	*	*	*					
9.	E	E	E	E	E	38	4.8	2.5	99	75	50	4	7
10.	E	E	E	E	E	E	E	E	98	41	41	4	10
11.	94	75	44	3	3	*	*	*	90	74	6	4	10
12.	94	72	38	3	3	36	5.1	3.5	90	83	27	3	6
13.	96	46	29	4	6	31	15.5	4	98	82	36	3	18
14.	97	71	14	4	5	16	1	2.5	95	84	31	3	10
15.	98	66	33	4	4	*	*	*	99	84	23	4	11
16.	98	87	62	4	4	27	9	2.5	98	100	50	4	5
17.	E	E	E	E	E	*	*	*	97	58	58	4	3
18.	98	0	0	2	3	13	6.5	2.5	99	67	11	3	6
19.	96	36	50	2	5	25	5	2	94	50	24	4	10
20.	95	78	42	3	3	*	*	*					
21.	E	E	E	E	E	40	3.3	*	88	78	39	4	5
22.	*	*	*	*	*	49	5.4	3.5	99	100	77	4	14
23.	89	70	33	3	3	22	7.3	3.5	96	77	50	4	6
24.	E	E	E	E	E	12	1	3	95	70	25	3	8
25.	93	21	29	1	3	39	4.9	3.5	96	93	20	4	6
26.	E	E	E	E	E	4	1	2.5	90	40	32	4	3
27.	96	50	40	2	3	51	4.6	4	90	78	36	4	8

GRADE TWO COHORT 87: graph of reading levels, 1989 & 1990



Comments

The follow-up study showed no dramatic results from the writing project. Reading scores continued within the same general range, along all four parameters, as those recorded over the previous five years:

	meaningful miscues	self corrections	compre-hension	text level
Grade One				
Follow-up study	65	23	3	3.5
Five-year study: mean	61	27	3	3.3
Grade Two				
Follow-up study	78	35	4	8
Five-year study: mean	70.8	33	3.3	8

Follow-up data from one year is insufficient evidence for conclusions about the impact of early writing on learning to read. If there's an opportunity to do further research in the future, the picture might be clearer. It has to be stated, also, that writing should be valued as an activity in itself, not simply for its contribution to other kinds of learning or areas of the curriculum.

III. CHILD STUDIES

A small number of "study children", representative of the school population, were selected at the start of the project as subjects for more intensive data collection and study. At least two "study children" were identified in each of the initial cohorts with three more added each year from entering kindergarten classes. At the termination of the five-year study in June, 1989, thirteen "study children" remained in the school, the others having transferred elsewhere. Follow-up interviews were conducted with these children in January and February, 1991.

It should be noted that longitudinal data is scarce on children in the bilingual program: most of the "study children" in bilingual classes moved on to other schools as is common when these students enter the standard English-speaking program. This mobility, however, made it difficult to keep longitudinal records of the progress of this particular population.

Study Children

Name	age	grade 6/89	ethnicity 6/89		cohort
Alfie D	12.3	6	M	Wh	82
Stephanie D	11.2	5	F	Wh	83
Laura P	11	5	F	Wh	83
Saundra D	10.5	4	F	Blk	84
Belinda L	9.3	3	F	Blk	85
Esther H	8	2	F	Wh	86
Katie B	7	1	F	Blk	87
Jim H	6.10	1	M	Wh	87
Darcy P	7.3	1	M	Blk	88
Jorge D	7.3	Bil 1-2	M	Hisp	--
Rico J	5.3	K	M	Blk	88
Kandy H	5.4	K	F	Wh	88
Manfredo R	5.8	Bil K	M	Hisp	--

The descriptive summaries which follow are based on data accumulated for each child which include observations, collections of work, interviews, and results of formal assessment instruments.

ALFIE D

General Description

Alfie was already in second grade when the Evaluation Study began in 1984, and in grade six at its termination. He was interviewed for the follow-up study, February, 1991 when he was in eighth grade, almost fifteen years old and in his last year of elementary school. Alfie is a large boy, restless in school and looking forward to going to the high school next year. He says he wants to learn about car engines. In eighth grade, he enjoys studying the history of slaves in America ("This is interesting") and coloring maps. He also likes "being with friends" and playing tag football. Otherwise he is not enthusiastic about his school experience.

Alfie finds both science and math "hard," also scmetimes reading and writing. "Not that good at math...I don't understand the problems...I look at it and it looks hard and I give up on it..." Although he remembers some favorite books (e.g. The Lion, the Witch and the Wardrobe), he now only reads books for school purposes, not for his own pleasure; he sometimes reads magazines at home. He has difficulty organizing his work, often failing to complete assignments. Alfie says he likes to write and used to write "mystery stories" to show his mother. He also likes to draw and practices drawing--"strong men and cars"--at home but dislikes art at school.

Alfie's mother is Hispanic and he understands but doesn't speak much Spanish and, for reasons of behavior, has had to drop out of the Spanish course in school. With his mother's help, he is learning to write some Spanish at home. He says he considers himself a pretty good reader, judging by test results. He doesn't know if he writes well since that hasn't been tested. Alfie is currently receiving special services. In the primary grades, he had extra help with reading and writing from the Early Childhood Resource Specialist whom he continues to visit: "I love her. She's like another mother to me. She's sweet."

Literacy History

Judging from annually administered oral reading assessments, Alfie made steady progress in reading, moving from level 6 in third grade (see Appendix), to 11, 15, 16 and 18, successively. Although his comprehension was fairly good, he sometimes missed crucial words. In grade five, Alfie did not consider himself a good reader. At home he watched a good deal of TV, particularly "horror movies." In grade 6, although competent, Alfie read with "no expression" and told the examiner he did not like to read. The next year, however, Alfie said he was enjoying some reading (specifically, books by Natalie Babbitt and Judy Blume). When last tested, in grade 7, Alfie read a text

of appropriate difficulty with good strategies and comprehension: "Strong reading...used inflection..appeared to understand and enjoy the subject" (examiner's notes).

Comments

Although his literacy history appears mixed, Alfie has succeeded in becoming a fairly competent reader and writer. This ability, however, does not bring him much pleasure. Judging from interviews with teachers and with Alfie himself, he seems to have become demoralized in school. He does not view himself consistently as capable and seems to rely more on the judgment of others than on self-knowledge. Alfie's low self-esteem as a student expresses itself in restless, disruptive behavior in class and disorganization about responsibilities and assignments.

Alfie will go into high school as a capable reader and writer with little sense of his own potential and little interest in further academic learning.

STEPHANIE D

General Description

Stephanie was in grades 1-5 during the five years of the Evaluation Study. In March, 1991, at her final interview, Stephanie was almost thirteen years old and in grade seven. She described a number of activities she enjoys: drawing ("houses, people..like to use crayons"), bike riding, TV, ("Three's Company," "Vicky"), baking, singing, being with friends in school. She wants to help her little brother and likes reading to him.

Stephanie expresses many ambitions for the future: to go to high school and college, become a teacher, nurse or doctor (pediatrician), "to help kids" and work with AIDS patients, be a lawyer or singer. Currently she is having a hard time academically and receives special services four times a week. She is described as having a "poor" attitude and being disruptive in class. She is in the low reading group and on an Education Plan. Stephanie is aware of her academic difficulties: "I try to work hard on my homework. I get bad grades. Then I get mad at them." Stephanie says she has trouble understanding--particularly what's written on the board. "I need someone to explain it and then I can do it on my own." A tutor from Harvard who works with her "helps a lot."

Stephanie has visited El Salvador, her mother's native country, and describes it as "beautiful, palm trees, no bathrooms, no

electricity... I like it....I would like to go back." She knows a little oral Spanish but confuses written Spanish with English.

Literacy History

Stephanie began school at the youngest possible age, to the day, allowed within the Cambridge system. [A child has to be 4 by March 31 in order to enter full day kindergarten the following fall.] Stephanie's birthday is March 31. She came to kindergarten in September, 1978 at the age of 4 years five months. In addition to being chronologically young for kindergarten, Stephanie also seemed developmentally young and socially immature. According to the Early Childhood Resource Specialist with whom she worked, Stephanie's speech was still "telegraphic:" like a very young child, she used only the words absolutely necessary to convey the message: for instance, "Go bathroom."

Stephanie repeated kindergarten. At the end of two years of kindergarten, she still showed little interest in paper and pencil tasks. In grade one she was put on an education plan and began spending a half hour each day with the Early Childhood Resource Specialist in the Literacy Center. The Specialist used Stephanie's "natural appetite" for story--she liked to be read to and make up her own stories--to build up a repertoire of favorite books and, in the process, emphasized prediction, rhythm, rhymes, and other characteristics of literature. By the end of grade 1, Stephanie began to show some interest in print. She was then an early, emergent reader, able to follow a story sequentially but was not word matching. At this point she was recommended for a special class but because of her mother's wishes and ongoing support from the Early Childhood Resource Specialist, she remained in the standard program.

In the fall of her second grade year, Stephanie was reevaluated and found, by an outside medical consultant, to have an "attention deficit." She was put on Ridalin. According to the Early Childhood Resource Specialist, there were times, thereafter, when she "appeared so dopey she could barely function." The effects of the drug are illustrated in two oral reading samples done two days apart, April 14 and April 16, 1986. On the first occasion, Stephanie seemed "dopey" and read the most elementary text in the testing sequence with a low rate of self-corrections and of meaningful miscues. Two days later, she read a text two levels higher with 85% meaningful miscues and 50% self corrections--both of these notably high ratios.

Some time in the middle of second grade, Stephanie learned to read. "It all came together," according to the Specialist, because of the Ridalin or in spite of it, depending on your point of view." The Evaluation Study examiner remembers meeting Ste-

phanie in the hall that spring. "She knew me as the person who taped children reading aloud every once in a while and greeted me with positive excitement.'Do you want to tape me reading today?'"

Stephanie made steady progress from there on. By the end of third grade, she was reading appropriately for her age and grade and no longer required special help in reading and writing although she continued to need it in other academic subjects. The State Test, however, at the beginning of third grade, shows Stephanie as a borderline failure in reading (62%). In fourth and fifth grades, in the suportive assessment situation of the Evaluation Study, Stephanie continued to read increasingly complex texts with good comprehension, and above average ability to correct her own errors in order to have the text make sense.

Comments

Stephanie has been a slow, learner. A much tested, diagnosed and medicated child, she shows resilience in spite of a discouraging struggle in school. She says she still enjoys writing and reading--particularly "funny books," and sometimes chooses to read if there are no more interesting alternatives. Stephanie has learned to read and write in school but the increasingly complex academic demands of the upper elementary grades have again caused her to fail. "I just want to help my little brother. I read to him."

LAURA P

General Description

Laura was in grades one through five during the Evaluation Study. She was interviewed in February, 1991, when she was in seventh grade and almost thirteen years old. Laura says she doesn't like to read. "When I'm bored I read a mystery." She liked the book Help, I'm a Prisoner in the Library. In class she is reading The Call of the Wild which she says is "pretty good, kind of like a mystery." She reads also for social studies. Laura says she does "good in reading."

She also dislikes writing and only writes for assignments. She has no difficulty writing what she has to, for school. In general, Laura thinks she does well in school.

At home she likes to play games, watch TV cartoons like The Flintstones. Laura was not eager to talk during the interview and asked why she had been chosen and not her friends. She did enjoy looking back at her own earlier writing.

Literacy History

At the end of grade one, Laura was reading competently. During the assessment, she read a relatively difficult story, "The Monster of Blue Lake," with understanding. Most of the literal errors she made did not change the basic meaning of the text. Her writing showed good control over syntax and conventions like spelling, punctuation and handwriting.

In the second grade assessment, Laura was described by the examiner as a "very good reader" who gave a "very full retelling" of the story she read aloud. In the writing task, she selected a photograph of an old man holding a puppy, to write about: "My picher is about a old man holding a puppy and it is so cute I want to keep this piccer." A year later, her writing had changed from print to cursive and she seemed well in control of the conventions. She wrote a story about a poor clerk in a story which showed literary influence in both the form and language. It ended, "The year after that they got married and live happly after after [sic]."

Laura's reading ability continued to develop in fairly even increments. She read texts appropriate to her age, sometimes omitting non-essential words (making adequate substitutions) and correcting herself for meaning. She was able to give "full and complete" retellings of the content. The examiner commented on her reading at the end of grade five: "All systems well corrdinated, meaning-driven except when she really doesn't know enough of the vocabulary to make sense of the text ('hollow' for 'halo', for example)...an excellent reader."

In fifth grade, according to her own account, Laura was spending more time watching TV than reading although she still liked to read at home. She said she would find books around the house, even "steal them from my brother." She liked chapter books.

Comments

In fifth grade, asked how she learned to read, Laura was able to describe the magic moment when she first understood what it was all about: "When I was in first grade, the teacher put a word on the board and I said it: 'IT.'" She remembered that moment vividly. However, in spite of being a strong reader and writer right from the start, Laura somehow lost her appetite for literary activities in the upper elementary grades.

SAUNDRA D

General Description

Saundra was in grades K-4 during the Evaluation Study. She had a final interview in February, 1991 when she was in grade six. Since the beginning of the year she has been receiving special services for reading, with a group of four others. She said she didn't like what they were reading in the group; she prefers adventure books like The California Girls and The Baby Sitters Club. "I read on my own whenever I can." Saundra likes playing with her sister, with Cabbage Patch dolls and a game called "Mall Madness."

Saundra thinks she is "bad" in math. She doesn't like writing and says she is not a good writer. If she doesn't know how to spell a word, she looks it up in the dictionary or asks someone. The reading tutor says Saundra leaves out words, is "dyslexic in spelling." Saundra enjoys social studies-- particularly studying about Egypt.

At age twelve, Saundra seemed "very young" to the interviewer. Saundra was interested in seeing samples of her own writing from third grade, remembered the stories and said she can write better now. She would like to be a doctor when she grows up.

Literacy History

At the end of her kindergarten year, Saundra was an emergent reader, understanding most of the basic concepts about print (left to right, top to bottom of the page). Her score of 12 on the instrument Concepts about Print was average for kindergarten. She didn't yet understand correspondence of oral language sounds to print. In grade one, she began to read from text although she became easily discouraged in the face of difficulty and needed support during the oral reading assessment. Her folder lists eleven books Saundra had read.

Saundra continued making steady progress in reading the next year although she tended to omit parts of words and add others, usually not significantly altering meaning. According to the examiner, "she read with expression." Her reading, however, continued to be characterized by creative errors: "Saundra manipulates the story in her own way. This creates many miscues. The miscues, however, are generally meaningful. Saundra seems to understand what she is reading" (examiner's notes, grade three). Saundra was seen by her third grade teacher as a solid "B/C student." She worked hard, didn't "bluff her way through" and was "something of a reader although not one of those who devours books." She was reading books like Ramona and Good Charlotte, both of appropriate difficulty for third graders.

In grade four, the examiner noted that Saundra "might work a bit on miscues...but she keeps on going and read beautifully." She

was a competent writer, completing a well written, page-long story for the writing assessment. The story is expressive, imaginative and well written, with a fully conceived story line (opening, account of events, concluding sentence).

Comments

Saundra has made steady although not dramatic progress in both reading and writing and, most important, continues to see herself as a reader, enjoying books of her own choice. Her difficulty with reading seems to have been lack of accuracy although most of the time she was able to grasp the meaning of the text anyway. Somewhere along the way, however, Saundra has become discouraged with herself as a learner. She finds math hard and considers herself a poor writer.

BELINDA L

General Description

Belinda was in grades K to three during the Evaluation Study. She was almost eleven years old and in fifth grade when she was interviewed in January, 1991. Belinda "talks easily" (interviewer notes). She sees herself as a writer and writes poetry both in school and at home, also funny stories and mysteries. Her cursive writing is small, well formed. "I look up a word when I don't know how to spell it after sounding it out...first I sound it out and then I look it up."

Belinda reads extensively--mysteries, "funny" books, biographies (Harriet Tubman, Phyllis Wheatley), novels (Joyce Carol Oates) as well as poetry. She also likes to draw, particularly fashions, making up new combinations: "I like to create my own." Her other favorite subjects are science and math.

Belinda attributes her interest and success in literacy learning to her mother. "My mother took nursing. She was into old fashioned ways of learning. My mother painted our rooms, put up posters, pointed to things and we said the words. She made things. She drew things. She made my first books. I was reading early. We have tons of books at home--three bookcases in the livingroom." Belinda likes school.

Literacy History

In the spring of her kindergarten year, Belinda was writing stories, using invented spelling--mainly initial consonant sounds. She was an emergent reader with a high score on the Concepts about Print assessment instrument. She understood most

of the basic concepts although she was not yet reading from text. Her writing was of the "once upon a time..." variety, often about little girls or princesses and illustrated with carefully drawn pictures. "Once upon a time in a forest there lived a princess. Her name is Laura." According to her kindergarten teacher, Belinda was self-assured and successful in all academic areas, "meticulous in her drawing, printing, etc."

In grade one, Belinda was an early reader. During the reading assessment, she read a text of difficulty appropriate for her age, doing "an outstanding job in recalling all details of the story...Belinda was most perceptive." (notes by examiner) She continued to progress in reading each year, reading texts of increasing complexity with excellent understanding. In February of grade two, Belinda painted a controlled, carefully symmetrical (on the ground level) tempera picture with eight components: tree, four flowers, line of ground, two pink clouds and an orange sun.

In grade three, the examiner commented, "Errors negligible--the kind any mature reader might make. Belinda read with tremendous expression-- she might have been reading a story she herself had written or told. Retelling: total recall including all details." Belinda did well on the state test of basic skills, at the beginning of third grade, scoring 93.

At the end of third grade, Belinda said she wanted to be a pediatrician when she grew up. She has high expectations for herself which, in general, she meets.

Comments

Belinda is generally a successful student, competent in all areas of the curriculum. She not only reads and writes fluently but she is committed to both activities, in and out of school. She has had a lot of support from home--from her mother and an older sister. Belinda is an organized child who wants and expects to do well in school.

ESTHER H

General Description

Esther was in grades K, one and two during the Evaluation Study. She was in fourth grade when she was interviewed in January, 1991. She said she hadn't done any writing in school for "a while;" they "do no journal or story writing in class this year, only sentences to practice spelling or for social studies tests." Esther still likes to write in her spare time. She writes notes

at school to friends, letters at home. She also draws pictures at home--for her father.

Esther would like to have more time to write: "I miss that." She now does more math, more social studies. She likes gym--badminton and kickball. She likes to draw at home, doesn't draw at school "except during movies." She draws trees, parrots--the first drawing is usually "terrible," then she tries again.

Esther thinks she is a pretty good writer, wrote long stories before this year: "I've got a book before I know it." She likes to read--mystery and magic books, also books by Roald Dahl. Esther reads a little bit every night. At school she writes a book report every month--"just ask questions and you write the answer to them." At school she is reading Seven Day Magic for her book report, regularly two pages a day. She reads by herself and then writes answers to questions. She thinks she is a pretty good reader. "Reading at home has helped me at school."

This year, Esther's favorite subject is math. She is not sure she can "handle fifth grade" next year: "Seems like a big step."

Literacy History

Coming from a literary home, Esther had an early introduction to books, writing and artwork. She had good grasp of print concepts in kindergarten, was able to answer all questions on the assessment except ones about punctuation or ones that relied on ability to read unfamiliar words. She was confident about her ability to write, often helping classmates: "She helps Sophia sound through a word....'h is for house. I'm helping her with some words.' The letters are Clb-hais. She points to the letters in left-right direction and says 'clubhouse!-- If you need any help with writing, you can come to me.'"

In kindergarten, Esther was an enthusiastic, involved artist as well as writer. She wrote and illustrated a number of books on a wide variety of subjects--animals, flowers, scenery, weather, houses, hearts and rainbows. Her invented spelling was easily readable: "Flowse.arr.byoodfl.and pritee.."

In grade one, Esther answered twenty (out of twenty-four) questions on Concepts about Print, missing only changes in letter and word order and the meaning of commas and quotation marks. She was a confident early reader, reading a fairly difficult text for a six-year-old (in May) with good comprehension. She corrected most of her own errors.

Esther continued to think of herself as a writer, writing poetry and stories at home and at school. In the third grade assessment, she wrote: "Three horses in the wite snow. Eating

there food. they are cold and still hungry. for they have gon many miles and many more to go..." (echoes of Robert Frost). She read a complex text with "full" understanding and good self-correction. On one occasion, when writing a poem for a class assignment, Esther sat staring out of the window. Asked by the teacher why she wasn't working, she answered "I'm waiting to be inspired."

Comments

Esther is a truly literary child for whom reading and writing are deeply meaningful activities. Her eagerness to exercise her own imagination and initiate her own ideas sometimes puts her in conflict with schoolwork requirements. Her second grade teacher reported that she was "not good at seatwork, had difficulty focusing, particularly on workbooks" but that she was a "true creative spirit." In fourth grade Esther complains about lack of time to write and about routine assignments.

KATIE B

General Description

Katie was in kindergarten, grade one and grade two during the Evaluation Study and one-year follow-up. Her last interview was in January, 1991 when she was in third grade. Katie is a confident student, says she is "doing good" in writing. She wrote a story about Ramona which she read fluently and with enthusiasm. She writes chapter books.

Katie likes books by Beverly Cleary because they are "funny and sad." "I wonder if Beverly Cleary knows who I am." Katie also likes "make believe" stories in which animals act like people. She reads at home and considers herself a good reader. She likes to write and receive letters, writes to relatives in Delaware. Sometimes she reads with her mother, sometimes with her big brothers. She also likes being read to and says it helped her learn to read. She plays with dolls at home.

Katie writes in her journal at school, the entries increasing in length in the course of the winter. She writes fairy stories and personal entries. "Reading has helped me write. When you're reading you get used to words and it's easier to spell them." Katie says she likes everything at school.

Literacy History

In kindergarten, Katie was an eager listener to out-loud reading. "Katie sitting practically on the screen as [teacher] projects

book, Marie Hall Ets' Will you Play with Me? ..'glued' to screen." [observation, April, 1988]. She could write her first and last name legibly, knew the alphabet and asked adults how to spell other words she wanted to write. On the Concepts about Print assessment, in the spring of her kindergarten year, Katie was able to answer all the questions except ones concerning punctuation or which relied on textual reading (spotting word and letter changes).

Katie's paintings, in kindergarten, were consistent and bold. She painted mostly non-representational designs, typically outlining an area in a strong color, then filling in the enclosed space with a contrasting, solid color. She experimented with shapes and textures. Although she regularly wrote her name neatly in the corner of each painting, words appeared with more frequency on her drawings.

In grade one, Katie knew the answers to all but three of the questions on Concepts about Print (change in word order, meaning of comma and question mark) and the examiner noted that Katie was "quick to read the book." In the oral reading assessment, Katie read "The Elephant's Birthday," with good control over meaning. She was able to give a "fairly complete" re-telling afterwards. By the end of grade one, Katie was an early reader.

Her teacher commented that she was a "lovely writer and story-teller" and that she helped other children with their work. Drawing a picture of a caterpilllar to serve as an illustration for a class book, Katie said, "I'm going to write words...I'm reading them [the felt markers], not just taking them" [observation]. Katie progressed well in all academic areas. Her teacher considered her something of a "risk taker."

Katie was aware of racial issues, bringing them up in class discussions.

In grade two, Katie read a fairly difficult text with "full and complete" retelling, strong tendency to correct her own errors.

Comments

Katie seems a confident, strong student who is both self-respecting and eager to learn. She has a sense of her own rights and is willing to make a case for them: during an observation in the spring of her first grade year, at one point Katie told a child to replace the stamps on the table where she, Katie, was sitting so she could use them, later allowed a child to borrow a pencil, saying "Ok, but you have to bring it back;" later when accused of taking another child's piece of paper, Katie explained "Yes but remember, her's has four staples and mine only has three."

Her first grade teacher commented that Katie was 'respectful of authority but at times questioned it in school." Katie's sense of confidence and autonomy may be due in part to the strong support given by her parents and three older brothers.

JIM H

General Description

Jim was in kindergarten, grade one and grade two during the Evaluation Study and one-year follow-up. He was interviewed was in January, 1991, when he was in grade three. Jim likes to read and write. He keeps a journal at school and writes and draws in it about "weapons to kill monsters," heroes, cartoon people, cub scouts and skiing. His subjects come from TV (especially Disney), sports, and out-of-school activities like skiing, and piano playing. He keeps a spelling notebook for words he doesn't know like "sloped," "racketball," "wacked." "Reading helps [spelling]"

Jim has a writing folder. Among the titles of books Jim has written are: "Checkers", "Best Friend", "Cub Scout", "Piano Lessons", "Baseball Cards", "Sugar Bowl", "Iraq and the War". He told the interviewer that his uncle was "in the war."

Jim likes to read when he is not watching TV-- which he watches about three hours a day. "I read a lot," particularly mystery chapter books. He thinks he's a "pretty good reader," second best in the class according to his report. He also thinks he's a pretty good writer but "not very good in cursive" although he thinks writing papers helps.

Literacy History

In kindergarten, Jim already had a strong start in literacy. He was a thoughtful, attentive listener to out-loud reading, frequently volunteering answers to the teacher's questions. By the end of the year, he was familiar with letters of the alphabet and had good understanding of the print system. On the assessment instrument, Concepts about Print, Jim was able to answer all the questions except those which required textual reading (word and letter order) and knowledge about punctuation marks.

Jim's interest in sports provided subject matter for art and writing (e.g. creating a series of simulated "baseball cards") and conversation: "Teacher- 'Jimmy, what happened to the Bruins? Did they win?' Jim nods, smiles diffidently." [observation, 4/88] He seemed confident of both his interests and abilities.

"Teacher- 'Can I persuade you to paint [as choice of activity]?' Jim- 'No, I did the other day.' Raises his hand in response to writing choice.'" [observation, 4/88]

In grade one, Jim was seen by his teacher as artistic, more creative with hands than with words. "A good reader--likes informational reading." He was somewhat of a perfectionist about spelling, uneasy about using his own invented spelling and, possibly as a result, inclined to write brief assignments with the spelling correct. According to his teacher, he is "not a risk-taker."

In March of his first grade year, Jim read "The Monster of Blue Lake," a difficult text for his age. He read for meaning, self-corrected many of his own errors and gave a fairly complete retelling of the story. The examiner attributed his hesitation partly to the fact that he had anticipated a different ending to the story and partly to his shyness and caution about making errors.

Comments

Jim is a capable student, interested and imaginative. He has a fund of knowledge about sports, TV, and other activities which supply him with both subject matter and motivation. He is conscientious about school work, wants to do well and get things right.

DARCY P

General Description

Entering kindergarten soon after coming from Jamaica, Darcy was in grades K and one during the Evaluation Study. He was interviewed for this report when he was just nine years old, in the middle of his second year in grade two (after repeating the grade).

At this time, although he couldn't read the text, word-for-word, Darcy was able to tell the story of Peter Pan and mentioned a number of other books he likes (Crown of God, Albert's a Sissy, Teenage Ninja Turtles, among them). He reads books at home and responded affirmatively when asked if he thinks he's a good reader. However, he also said "I can't read black and white page good." He was able to read, with confidence, books he himself had written.

Darcy likes to play games, ride his bike, play with his cousin, "make pictures." "My Dad is coming to America and I am going to

get a house but I don't know if I will go to the same school." From his stories it is evident that Daymean is deeply attached to, and dependent on, his family. He recalls Jamaica with nostalgia. He is eager to learn, also easily frustrated.

Currently Darcy is receiving special help with reading and writing as well as seeing the adjustment counselor. He seemed "confused" to the interviewer: "He has some perception difficulties, sounds confuse him and he continues very rapidly to invent or approximate as a kind of 'cover-up.'"

Literacy History

Darcy started further back than most children in terms of book knowledge. At the end of kindergarten year, Darcy still lacked some of the basic reading concepts about print. From the beginning, however, he showed deep appreciation of, and interest in, stories and literature. In first grade, he was an emergent reader, giving "a wonderful emergent reading just merging into early reading but not at all consistently." (examiner's notes). He seemed to be making progress towards the end of the year.

In the fall of grade two, Darcy began to meet daily with the Early Childhood Resource Specialist who followed, with some adjustments, Marie Clay's program for Reading Recovery. Darcy made good progress towards independence during the twelve weeks (61 sessions). However, he failed to achieve grade level and was retained in second grade. "My feeling is that Darcy is STUCK. I keep waiting for the big breakthrough...Somehow I believe that Darcy is on the BRINK, and that he will become the self-directed, independent reader that he deserves to be. He has the potential. I'm sure of it." (report by Early Childhood Resource Specialist)

According to the taped oral reading assessment, in spring, 1990, when Darcy was at the end of his second year in grade two, he was an early reader who with a strong tendency to self-correct and look for meaning in text. His comprehension of the passage was "full and complete."

Comments

Darcy continues to need support in learning to read and write and still suffers from the kind of confusions that can result from a radical change in culture and dialect. He has some strong assets on his side, however: appreciation of story, eagerness to learn and innate ability. The fact that he considers himself a "good reader" is in itself a positive sign--perhaps more an indication of perceived potential than of actual achievement.

JORGE D

General Description

During the Evaluation Study Jorge was, for two years, in bilingual kindergarten, then one year in an ungraded bilingual class. He was interviewed in January, 1991 when in in a standard grade two. He was happy to be interviewed and show his journal. Since kindergarten, Jorge's journal has been an important part of his school experience: "I like writing in my journal best." He continues to draw and write in it every day, writing in block capitals, mostly labels or short sentences. Asked how he knew how to spell the words, he said, "I see a movie."

His drawings are mainly of pop culture figures--Ninja turtles, the Simpsons, Batman and Batgirl; also wrestlers seen on TV and ordinary people. He explains: "My father's dead, that's why I pick Hulk Hogan, the wrestler." (interview). Jorge now draws only in black and white: "I don't like colors any more." He labels the figures he draws, spelling their names correctly: "Demolition," "Destruction," "Incredible," " Dusty Rhodes," among others. He had also made a list, copying the titles, of books he liked. Jorge considers himself a good writer. "I think how to write it."

Jorge was able to read his own journal entries with ease. After reading aloud the captions under his drawings, he would say, looking at the interviewer, "Good, huh?" He only reads at school, never at home. According to the interviewer, "He seemed very embarrassed" when asked if he was able to read Spanish. Jorge's native language is Spanish and, in third grade, his English pronunciation is at times difficult to understand.

Literacy History

Before entering school, Jorge had spent most of his time with his grandmother. He was in a home-based program, designed to support pre-school development. When he began kindergarten, he was not used to being with other children, tended to be shy and was generally unskilled in social relationships. He had evidently watched a good deal of TV, knew brand names, commercials, etc. In school he became interested in books, wanted to hear the same ones over and over.

In grade one Jorge became intensely interested in his journal. "Perhaps Jorge's most prized possession is his journal which he refers to as his book. He works very carefully. When he colors in his figures the vibrant colors never go over the outline." [observation] Numbers have always played an important role in Jorge's drawings, appearing on the shirts, shoes, even legs of the figures. Houses and buildings as well as cars and trucks also have numbers on them. (The significance of the numbers is

not evident.) Other symbols, like a half-moon, recur in the journal entries. "All of his journal entries contain symbols which are constant but evolve over time. His stylized figures change slightly but the main features remain the same." [observation]

By the end of grade one, Jorge could label drawings, was keenly interested in books but was not yet reading from text. He understood some concepts about print--left to right, top to bottom of the page, for instance; he was still missing some essential concepts like the difference between letters and words. He dictated lengthy, imaginative stories to the teacher. His teacher commented, at the end of the year, "Jorge is making slow progress, needs a lot of support...his journal is remarkable, beautifully drawn...has numbers on everything, strong in math. Did use numbers to label things, now uses letters."

Comments

Because of his inexperience with books before coming to school, Jorge lacked some basic concepts about reading and writing. He seemed to have had a notion of a static relationship between oral language and print and took a long time to move from labeling to writing brief sentences.

Jorge transferred commercial imagery, mostly from TV, into his journal. Then the journal, which was much admired and of which he was very proud, gave him a means of moving from images to printed language.

RICO J

General Description

Born in Haiti, Rico was in kindergarten at the Longfellow School during the Evaluation Study. He was interviewed in January, 1991 when he was in second grade and almost seven years old. The interviewer reported that Rico seemed confident, friendly, "read and talked with enthusiasm." He likes to write, draw, thinks he is "a little good at spelling."

Rico's journal entries are in small, well formed script. Subjects include a wrestling rink, the turtles' war, Mario and Super Mario [from Nintendo], lists of colors (copied from chart), "The Woman got power from Batman" --in general subjects from TV and Nintendo. "I have six Ninja turtles--I like to play with them." About Haiti: "My country that I was born. I eat rice. I have blue yellow water. I have ants and spiders. I don't like it so much people die."

Other entries: "My brother brought me a wrestling game on Sunday-- he bought the wrestling game for seven dollars." "We found a cat in the backyard. We took him in the house. We gave him some food. Then we let him go."

Rico thinks he is a good writer and reader. He likes to read Snoopy, The Berenstein Bears. He does not take books home or read at home. He was able to read his own writing in his folder.

Literacy History

Rico learned the sounds of the alphabet in kindergarten. An "emergent reader, he understood left-right and top-bottom concepts in reading, was interested in writing both letters and numbers and was able to identify and write the initial letters in words and names. In March, he was using invented spelling-- "DIMOCRZ" for "dinosaur", "MDN" for "I'm done."

Native in Haitian Creole, Rico's oral English was still uncertain, in kindergarten, and he was often difficult to understand. By first grade, Rico was an early reader, able to read a text of generally appropriate difficulty with fairly good comprehension.

Comments

In grade two, Rico was enjoying literacy activities in school. His errors in written language seem a consequence of his uncertain pronunciation in English: "When [teacher] give us homework, all day I felle like get in mad" (writing 2/25/91). Rico has made great strides since he arrived in kindergarten, speaking Haitian Creole and with relatively little experience of the conventions of written language.

KANDY H

General Description

Kandy was in kindergarten during the Evaluation Study. She was interviewed in grade two, January, 1991. The interviewer commented that Kandy was "very talkative....spoke easily and with confidence."

Kandy has a journal in school. Entries are about herself, mountains and waterfalls, friends, favorite stories, "things I did over the weekend." If she can't spell a word-- "I sound it out as best as I can." Asked if she thought she was a good writer, Kandy said, "Sort of good in writing depending on what I

write. Sometimes I have trouble with long words." She likes to write "about myself at home...I made papers for my cousins. I make a school for them.."

She likes to "read a lot..I read to my brother and to my cousins." "I like long books that my brother reads...I like to look at the end to see how many pages." She also listens to music--"soft ones, soft rock." Kandy says she start reading when she was very young. "My father and mother read to me...I started to read to my brother when I was four. I like reading...I read once every day. I really love it. I like to get a series of books."

Kandy likes school "cause I have a fun time playing with my friends...I like my teacher...I know my teachers pretty well."

Literacy History

Kandy was relatively young in kindergarten, four-and-a-half at the beginning of the year. At the end of the year, she was able to answer most of the questions on the assessment instrument, Concepts about Print. She missed questions about punctuation, changes in letter and word order and did not indicate she understood word/sound matching or the convention that the left page is read before the right page.

In art, Kandy tended to draw or paint girls, suns, houses and rainbows. Her teacher said she had a good memory, likes routines and often reminds her, the teacher, of things on the daily schedule. At the beginning of the year, she seemed young, talked baby-talk but "now [May] doing better." The next year, in grade

one, Kandy was an early reader and, although she didn't correct her own errors, she was able to retell fairly well the story she read for the oral reading assessment.

Comments

Although young, Kandy seems to be on her way to being a competent reader.

MANFREDO R

General Description

Manfredo was in bilingual kindergarten during the Evaluation Study. He was interviewed in January, 1991 when he was in an ESL second grade. He talked freely during the interview but "was sometimes difficult to understand.

Manfredo writes in both Spanish and English. He is an emergent reader (i.e. not yet able to construct meaning from an unfamiliar text) and writer, writing initial consonants for whole words and stringing letters together without defining spaces between words.

Manfredo's journal, with detailed drawings and writing in initial consonants, shows a number of interests: God ("God makes all the things in the city;"); teddy bears ("A teddy bear swimming on the beach," "The teddy bear likes guns and he likes to play with them.") TV, racing cars ("2 cars making races"); monster from Where the Wild Things Are ("It took me two days to draw");

Subjects also included karate, cat and skeleton, wrestling man, Big Bird, other characters from TV and cartoons. Manfredo was able to "read" back his own stories which were written only in initial consonants: "I went home from school. Then my father came to pick me up with my mother and my sisters."

Manfredo does not think he is a good reader nor, he says, do his friends: "My friends say I don't know how to read...they tease me." "My Dad says he is going to spank me if I don't learn how to read." He likes writing "a little bit." He finds it hard to write: "I never try, I get mixed up." He likes to draw best: little sister of Bart Simpson ("That's she's hair"), Batman, Batgirl, aeroplane [sic].

Literary History

Near the beginning of kindergarten, Manfredo was given the assessment instrument, Concepts about Print, in Spanish. He was able to answer three out of 24 questions, identifying the front of the book, the bottom of the page and pointing to a letter. He understood the illustrations rather than the print to carry words and story.

Manfredo was a serious, involved artist in kindergarten, "muy creativo," according to his teacher. He worked with concentration and intention: "Staples green piece of paper on yellow. Takes red strip. Frown of concentration on face as he tries red piece in various positions. Finally seems satisfied, put it across green paper symmetrically and staples it in place." [observation, 2/89].

In April, Manfredo dictated a long story to the writing intern about a dinosaur and shark, describing the figure as a "dinosaur-shark." "Manfredo included two elements that are constants in his drawing... cloud and sun." Another story reads as follows: "The dinosaur wanted to take away the cloud so the sun could shine. Superman didn't want this. That's all."

Comments

Manfredo is an imaginative, creative child. When he arrived in school he was inexperienced with the conventions of print. This inexperience combined with bilingualism seems to have caused him some confusion and resulted in a sense of himself as a poor reader and writer. He is confident, however, in the areas of story-telling and art.

We have only one year of data on Manfredo's development in literacy learning.

COMMENTS ON CHILD STUDIES

Looking over the list of study children during the writing of this report, the Early Childhood Resource Specialist commented: "We couldn't have chosen a more interesting group of children!" One could just as well say, however, that what made them interesting was the fact that we studied them. The foregoing summaries are distilled from the rich, varied material contained in the children's folders. A look at the material itself, particularly the children's original writing and artwork, brings an immediate sense of the individual child--his/her energy, imagination, character, determination to learn and connect in significant ways with the surrounding culture.

Following is an analysis of some of the implications these studies hold for teaching and for education in general. First, however, it will help to clarify some of the beliefs underlying these comments:

We take a developmental /constructivist view of learning which assumes that knowledge, rather than being transmitted, is constructed anew by each individual. Furhtermore, knowledge is built on and attached to what the learner already knows; it expands and develops as a continuum, with energy supplied by personal meaning.

We assume that all children want to participate in the surrounding culture, to crack its codes, master its language and symbol systems and thereby gain a measure of control over their environment and sense of their own place in it. It follows that the attachments, knowledge and quality of imagination children bring with them to school are important to how they manage the increasingly formal demands of academic learning.

Sources of learning: interests, involvement of imagination

For many children, the most accessible part of the surrounding culture is "kid culture"--Ninja turtles, Batman, Robin Hood, Super Manfredo and other assorted video and television characters. These figures provide the lingua franca in social exchanges among young children and play a dominant role in their play and creative output.

Five of the thirteen study children--Jim, Darcy, Rico, Jorge and Manfredo (all boys!)--were heavily invested in popular "kid culture." Four of the five speak English as a second language. It's a truism to say that identifying with Batman, Superman, Spiderman, etc. gives children a sense of power and authority in an otherwise belittling world. Whatever the roots of its appeal, however, the popular culture undoubtedly provided these five

children with a bridge to school culture. An obvious although not always recognized fact is that the same symbol systems are used in both: letters and numbers. Jorge's progress into literacy, through popular images, brand names and labels, is a case in point. Jorge could write correctly words like "destruction" and "demolition" because of their associations--their personal, symbolic meaning--for him, not because they were on a spelling list. Many children can write "Toyota" and "Reebok" before "cat" and "mat."

Popular culture "gets into print," so to speak, in school, only when space is made in the curriculum and materials are provided for exercise of the creative imagination. For our study children, that meant dictated stories, drawings, and writings (often recorded in their personal journals). These provide the medium for popular culture--which ordinarily has no place in the planned content of the curriculum or assigned work.

The bridge of popular culture makes it easier for some children to move from the familiar to the unfamiliar: from home and the surrounding popular culture to the culture of school, from labels to stories, from drawing to writing; or, in more literary terms, from Superman to Paul Bunyan, or from Ninja turtles to "The Tortoise and the Hare."

A second rich source of subject matter for art and writing was relationships: family and friends. Home and family are perhaps particularly important for those children who have moved--from Haiti, Puerto Rico, Jamaica--or who have familial associations with other countries. Darcy writes and draws pictures about Jamaica, his native country which holds intense, nostalgic meaning for him. Stephanie writes about her mother's country, El Salvador: "I would like to go back there."

Friends too are important to the fabric of children's lives. Several children mentioned "being with friends" as a positive aspect of school life. They also wrote notes to friends (Esther), to relatives (Katie); Jim wrote a book about "My Best Friend;" Kandy, in kindergarten, drew pictures of herself and her friends.

Sports, an aspect of popular culture, provide images and subject matter, more often for boys than for girls: baseball and skiing (Jim), racing cars (Alfie and Manfredo), wrestling (Jorge and Rico). Girls who, like boys, at times seem to almost self-stereotyping, are more likely to draw houses and people (Stephanie, Kandy), or create fashions (Belinda).

A miscellaneous category includes images which seem a cross between subject and symbol: e.g. sharks, dinosaurs, volcanos, rainbows, and hearts. These enduring images which often appear single and unembedded clearly carry great meaning for children.

There are "ways" of drawing them, for instance, which children practice much as they might practice writing the letters of the alphabet.

Three girls among the thirteen study children are distinctively "literary," read for pleasure and think of themselves as writers. Introduced to literature before schooling, they could be said to have come by literacy naturally and easily. These three--Belinda (grade 3), Esther (grade 2), Katie (grade 1)--found inspiration in books, not primarily in television or "kid culture." Nor did Kandy, in kindergarten. Not yet an independent reader, Kandy drew and painted traditional symbols like houses, suns, and rainbows.

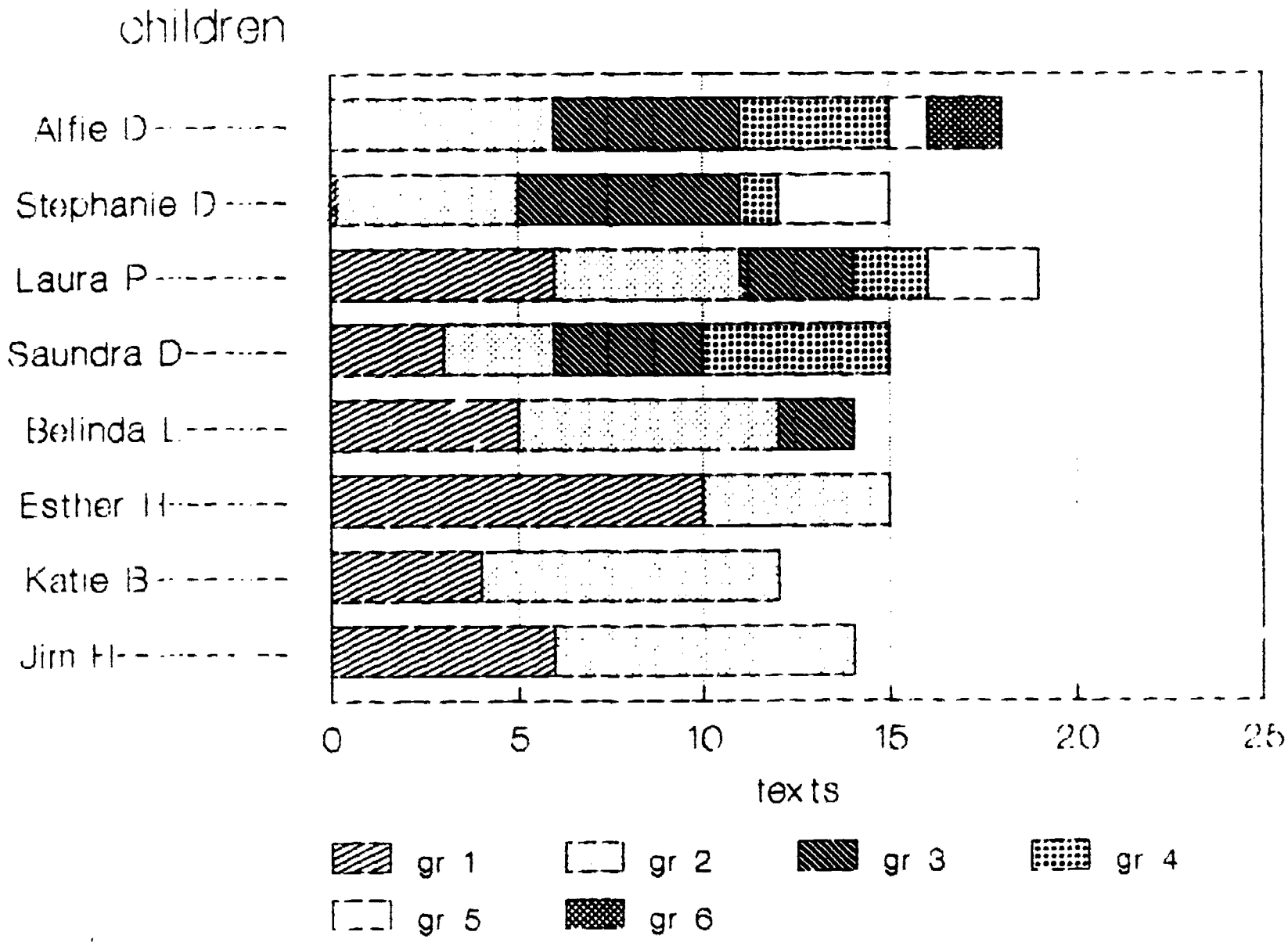
Almost all the study children referred to literature--books they had read or had heard read aloud in school, books they had read at home, good books, bad books, long books, short books, picture books, "chapter books." Knowledge of literature influenced both the form and language of the children's writing. For example, Laura wrote a story about a poor clerk which ended, "the year after that they got married and live happly after after." (sic) Many stories began with "Once upon a time..."; many contained implicit or explicit "lessons" or morals. Esther's third grade story has distinct echoes of Robert Frost ("three horses in the snow..they are cold and still hungry. for they have gon many miles and many more to go...")

The extensive reading of literature which begins, in the Literacy Project, in kindergarten and continues throughout the primary years, has significant and probably enduring influence on children's imaginations and thus on their learning. [Note: The curriculum in the upper elementary grades is beyond the immediate purview of this study.]

Ways of learning, characteristics of learners

The study children, like the population of the elementary grades in general, learned at uneven rates. The following graph illustrates the point vividly: it shows the progress of the eight children in standard classes for whom we have two or more years of reading assessment results:

Study Children
reading levels



1985-1990

Note: for further explanation, refer to Part One, Appendix.

Children were organized into grades in American public schools in the nineteenth century in response to institutional needs: large numbers of children in educational settings had to be grouped in some rational way in order to make instruction feasible. Once established however, rather than being seen as a mere convenience, grades came to be regarded as "levels" and "norms" by which children were then judged.

Expected to learn in even grade level increments, children are assessed as "above," "below" or "at" grade level. Those who are below are often given extra help, labeled "LD," retained or otherwise made to feel inadequate or failures at an early age. The study children whose progress is illustrated above are all well on their way to being readers. But they are getting there in different ways and at different rates. Their patterns of learning are distinctive. It is of crucial importance for children themselves to recognize that they are continuing to learn, not begin to think of themselves as hopelessly behind or disabled.

Besides different in rates of learning, the study children showed other distinctive characteristics as learners--not in the sense of "right brain/left brain thinking" or types of intelligence but in their interests, creative styles and ways of connecting with academic learning. These characteristics are evident in the child studies, and concretely visible in the children's writing and drawing--particularly in the personally meaningful, enduring themes they reveal: for Darcy, for example, Jamaica is a resonant, meaningful image, full of feeling and nostalgia for a lost world.

The artwork of some children has recurring, semi-mysterious symbols--Manfredo's clouds and suns, Jorge's half-moons and numbers. These appear over and over again in their work and clearly have significance. It's almost as though drawings can't be complete without these personal signs or signature-like elements. Even Kandy's houses and flowers, though more conventional, clearly carry meaning for her. Houses and suns, through their very conventionality and universality, can be seen as a step towards the alphabet--towards meaning represented in communicable form.

Some of the study children can be characterized as risk-takers: Belinda, Esther and Katie in particular. They tended to invent their own spelling, dared to write poetry on their own, and, in Katie's case, paint bold pictures in a striking, consistent style. Belinda liked to "make up her own combinations" in fashion drawings. Esther was taking a risk when she sat, waiting "to be inspired" as others around her were carrying out the assigned work. Jorge and Manfredo, too, were committed to their own ways of representing their ideas, expressing themselves

vividly and distinctively in their visual work.

Other children, Jim for example, were not risk-takers. Jim appears as a different kind of learner--careful, methodical, reluctant to take chances. "A perfectionist," he kept his own list of spelling words and wanted "to do well and get things right."

Thus children learn at different rates and in different ways. The variation in rates and ways, however, is not easily accomodated in school. Some rates are judged as too slow; all ways are not equally validated. Particular ways of learning make for a poor "match" between the child and standard school expectations.

Questions of morale and self-respect

Self-respect is, by all odds, the determining factor in learning. The dynamic, however, is circular: Children who come to school with a certain amount of book knowledge have an initial advantage which, recognized by them and the teacher, tends to give them confidence. This confidence or self-respect as learners then encourages and enables them to learn more which, in turn, reinforces their sense of self.

Others have almost the opposite experience: they may come to school speaking a different home language; there may be a wide gap between home culture and school culture; they may come with relatively little knowledge about the print system. These initial disadvantages along with the ignoring or devaluing of what it is they do know, brings a sense of inadequacy. Often even well-intentioned supports directed at a child's perceived deficiencies serve to underline them: pull-out help, ability grouping, special testing, and retention.

Failure leads to failure, success to success.

Stephanie is a case in point. Coming to school when she was very young and perhaps not ready for formal learning, Stephanie experienced early failure. Because the Early Childhood Resource Specialist both respected and admired Stephanie's abilities and character, the help Stephanie received was effective but not, in the end, enough. Stephanie underwent batteries of tests, diagnoses, treatments--all of which probably reinforced her sense of inadequacy and difference. Fortunately, perhaps because of home support, Stephanie is resilient. In spite of her "poor attitude" and "disruptive behavior," she still says she want to go to and college and become a professional in some field.

There is an apparent dilemma here, however, for teachers: how can a child who is slow getting started in academic learning continue to feel self-esteem? How can he or she maintain the kind of high

morale which seems so important for learning? The answer first must have to do with our respect for and interest in the whole child--complete with his or her culture, knowledge and previous experiences; in sum, recognition of who the child is rather than an image of what we want him or her to become. Second: the knowledge that all children can learn, except in those very few cases of serious impairment.

Implications for documentation and evaluation

Maintaining standards, like, for example, grade level expectations, has little or no nothing to do with improving education for the individual cnild: raising the bar in high jumping means that those who clear it have indeed achieved a higher level of performance but, on the other hand, a greater proportion of jumpers will fail to clear it; and the average overall performance will remain the same.

Those who clear the metaphoric high jump bar--often basic skills testing--stay with their peer group. Those who don't, may receive extra help, be put in a special class or retained in the same grade for a second year. Thus, if one looks at the school as institution, it might be said that standards are being maintained: children in a particular grade will demonstrate a certain degree of competence. However, if one looks first at children, they are no more or less competent as a result of standards and, in fact, more children are like to experience feelings of defeat and drop out of school altogether. [1]

We have seen that children vary greatly in their rates as well as ways of learning. Judging children like Stephanie, Rico, Darcy, Jorge, Manfredo by grade level standards does them an injustice: it is likely to be discouraging for them, injurious to their self-image and thus counterproductive. Instead, it should be expected--assumed--that these children, like virtually all children can learn to read and write just as they learned to understand and speak. They can begin by expressing what they do know--through art and writing (invented spelling). Literature, rather than basal readers, can be used to capture their imaginations and thus give meaning to print. Finally, keeping track of children's literacy development through systematic documentation will yield more useful constructive information than any amount of testing.

The children themselves should be encouraged to help keep track

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[1] See work by Lorie Shepard, particularly "What Doesn't Work: Explaining Policies of Retention in the Early Grades." Phi Delta Kappan, October, 1987.

of their own learning. Taking part in the assessment processes leads children towards reflection and self-assessment which, in turn, lead them towards a sense of responsibility and initiative. It is then that learning becomes a serious, enduring enterprise.

Parents' belief in their children's abilities and their active support of their children's learning, both before and during the school years, are important to children's morale. And almost all families must be assumed to have a serious interest in their children's education, even families living in stressful conditions. Some families, however, are more vulnerable to school reports, more easily convinced by negative findings and educational jargon. Their belief in their children's educability may be shaken since school people are assumed to "know better." This makes it doubly important for parents also to be brought into the evaluation process, consulted for their knowledge and understanding of their own children.

IV. SUMMARY AND FURTHER ANALYSIS OF QUANTITATIVE DATA

The following table shows how cohorts moved up through the grades over the five years of the evaluation study:

academic year	grades								
	K	1	2	3	4	5	6	7	8
1984-85	co84	co83	co82	co81					
1985-86	co85	co84	co83	co82	co81				
1986-87	co86	co85	co84	co83	co82	co81			
1987-88	co87	co86	co85	co84	co83	co82	co81		
1988-89	co88	co87	co86	co85	co84	co83	co82	co81	

A. AGGREGATED SCORES

1) Concepts about Print: The following table indicates the average of the median scores on Concepts about Print, over the period of the Study:

Kindergarten	13.0	(st. dev. 3.8)
Grade one	18.2	(st. dev. 3.1)
Bilingual Kindergarten	8.6	(st. dev. 1.5)
Bilingual Grade one	14.8	(st. dev. 2.4)

2) Oral Reading Assessment: The following tables show median scores, by cohort and grade, over the period of the Study (including follow-up scores for grades one and two in 1990).

Grade one

Year	cohort	accu-racy	meaningful miscue ration	self-correction ratio	compre-hension	text level
84-85	83	96	51.6	*	2.6	3
85-86	84	93.7	60.3	*	3.1	4
86-87	85	95	54	*	4	3.5
87-88	86	96	66	27	3	5
88-89	87	96	62	33	3	3
89-90	88	95	64	23	3	3.1
	Medians:		61.2	27	3	3.3

Grade two

Year	cohort	accu-racy	meaningful miscue ration	self-correction ratio	compre-hension	text level
84-85	82	97.8	60.5	*	3.1	10
85-86	83	95.8	72.6	*	3.7	8
86-87	84	97	76.5	42.3	3.5	8
87-88	85	95	64	27	3	7
88-89	86	97	69	31	3	9
89-90	87	96	78	35	4	9
	Medians:		70.8	33	3.3	8

Grade Three

Year	cohort	accu-racy	meaningful miscue ration	self-correction ratio	compre-hension	text level
84-85	81	97.7	69.7	*	3.3	12
85-86	82	96.4	70.9	*	3.2	14
86-87	83	96	64.2	35.1	3.6	12.5
87-88	84	96.3	75.6	33.8	3.5	14
88-89	85	96	42	24.5	4	13
	Medians:		69.7	33.8	3.5	13

Grade four

Year	cohort	accu-racy	meaningful miscue ration	self-correction ratio	compre-hension	text level
85-86	81	98.5	66.3	*	3.2	16
86-87	82	97	65.7	29.5	3.2	17
87-88	83	95.5	78.6	31.1	2.9	14.5
88-89	84	96.6	76.7	35.8	3.4	16
	Medians:		71.5	31.1	3.2	16

Grade five

Year	cohort	accu-racy	meaningful miscue ration	self-correction ratio	compre-hension	text level
86-87	81	95.9	85.9	32.3	3	17
87-88	82	97	74	28	3	18
88-89	83	96.8	72.3	35	3.1	17

Medians:	74	32.3	3	17

Grade six

Year	cohort	accuracy	meaningful miscue ration	self-correction ratio	comprehension	text level
87-88	81	96.7	86.2	29.5	3.3	18
88-89	82	97.9	69.9	23.2	3.2	19
	Medians:		78.1	26.4	3.3	18.5

Grade seven

Year	cohort	accuracy	meaningful miscue ration	self-correction ratio	comprehension	text level
88-89	81	96.9	70	29.3	3.3	19

Comments: The preceding scores are more significant for the primary grades where oral reading is still a dominant mode. In the middle and upper elementary grades, when children have become primarily silent readers and are no longer used to reading aloud, text levels are the most meaningful indicators of progress.

For further comments, see following pages, also Critique of Instruments, Section VI.

B. CORRELATIONS WITH STATE BASIC SKILLS TESTS

One of the first questions asked about the outcomes of alternative assessment procedures is how they correlate with those of standardized tests. As in all Massachusetts public schools, children in the Cambridge elementary schools are given state basic skills tests in grades three and six.

1.) Correlation of State Basic Skills Test results with text levels from Evaluation Study Oral Reading Assessment

State tests have been given in October, since 1986, to children in grades three and six. Since the Evaluation Study (ES) assessments at the Longfellow School were carried out in the spring (April and May), we have "sandwiched" the results of the state tests between two ES assessments and correlated them in two "directions": the state test results with ES text levels from five months previous and also from seven months following.

Thus, for example, the scores from the state test of cohort 83 at the beginning of grade three, October, 1987, are correlated with ES text levels of the same cohort from the previous spring when

the children were finishing second grade and from the following spring when they were finishing third grade.

Correlation figures are in parentheses.

	ES Text grade 2		State Test grade 3		ES Text grade 3 cont.
co 86	spring 89	--(.70)--	fall 89		NA
co 85	spring 88	--(.66)--	fall 88	--(.87)--	spring 89
co 84	spring 87	--(.74)--	fall 87	--(.56)--	spring 88
co 83	spring 86	--(.80)--	fall 86	--(.68)--	spring 87

	ES Text grade 5		State Test grade 6		ES Text grade 6 cont.
co 83	spring 89	--(.63)--	fall 89		NA
co 82	spring 88	--(.57)--	fall 88	--(.55)--	spring 89
co 81	spring 87	--(.03)--	fall 87	--(.26)--	spring 88

Comments

Correlations between results from the Literacy Project assessments and state testing are generally higher in second/third grades than in fifth/sixth grades. None, however, are conclusively high: even when the correlation coefficient of the two scores is relatively high--.8, for example--it indicates that some children are being mis-evaluated. That is, if we consider the Evaluation Study outcomes to be accurate.

We believe the outcomes of the Evaluation Study to be more dependable than those of the State Basic Skills Test for several reasons:

Children were asked to read a whole text rather than meaningless segments.

Children were given a choice of texts to read.

The testing situation--one-to-one, informal and positive--was more encouraging to the children being tested, allowing them to display their reading ability more accurately.

2. Correlation of Concepts about Print and results of State Basic Skills Test

The following correlation figures indicate how closely the results of Concepts about Print administered to one cohort of children (cohort 85) in kindergarten and grade one anticipated (predicted) the results of the State tests given when the same group of children were beginning grade three.

Year	grade	Correlation with State test in fall, 1988
1986	K	.62
1987	grade 1	.54

Comments

Concepts about Print scores anticipate in most but not all cases how well the children would do three or two years later on the State Basic Skills Test. In about a quarter of the cases, the results of Concepts about Print were not borne out by the State tests.

3. Correlation of Oral Reading Assessment and results of State Basic Skills Test

The following correlation figures indicate how closely the median scores from the Oral Reading Assessment administered to Cohort 85 in grades one and two anticipated (predicted) the results of the State tests given when the same group of children were beginning grade three.

Correlations with State test in fall, 1988

Year	grade	accuracy	meaningful miscue	self-correction	comprehension	text levl
1987	grade 1	.09	.24	---	-.01	.62
1988	grade 2	.4	.26	.0	-.07	.59

Comments

In grades one and two, only the text levels have some predictive value and here again the results do not hold true in almost a quarter of the instances.

C. CORRELATIONS AMONG EVALUATION STUDY DATA: CONCEPTS ABOUT PRINT

1.) Cohort 84: correlations between Concepts about Print scores and text levels

Correlation CAP scores in kindergarten with text levels:

grade 1 --- .69
grade 2 --- .77
grade 3 --- .68
grade 4 --- .64

" " " " grade one with text levels:

grade 1 --- .52
grade 2 --- .59
grade 3 --- .47
grade 4 --- .49

2.) Cohort 84: correlations between Concepts about Print scores in kindergarten and meaningful miscue ratios later on

grade 1 --- .61
grade 2 --- .20
grade 3 --- .55
grade 4 --- .38

3.) Cohort 85: correlation between CAP scores in kindergarten and text levels

grade 3 --- .66

4.) Cohort 85: correlation of CAP scores in grade one with text levels

grade 1 --- .61
grade 2 --- .56
grade 3 -- .23

Comments

There is a general tendency for all these correlations to decrease in significance as children move on in the grades. The lack of predictability is a positive indication that children can overcome early difficulties. Their progress in reading is not necessarily predetermined by their degree of "literateness" (judged by scores on Concepts about Print) when they enter school. Favorable school environments can make up for early lack of experience or confusions about the print system. The correlations, overall, are not strong enough to justify using Concepts about Print for predicting later achievement, a purpose for which it was never intended.

D. RELATIONSHIP OF MEANINGFUL MISCUE RATIOS TO TEXT LEVELS

The following table shows the median meaningful miscue scores and median text level scores, grade-by-grade, over a six-year period (including the follow-up scores for grades one and two in 1990).

Grade	year	median meaningful miscue score	text level
One	1985	52	3
	1986	60	4
	1987	54	3.5
	1988	66	5
	1989	62	3
	1990	64	3.1
Two	1985	61	10
	1986	73	8
	1987	77	8
	1988	64	7
	1989	69	9
	1990	78	9
Three	1985	70	12
	1986	71	14
	1987	64	12.5
	1988	76	14
	1989	42	13
Four	1986	66	16
	1987	66	17
	1988	79	14.5
	1989	77	16
Five	1987	86	17
	1988	74	18
	1989	72	17
Six	1988	86	18
	1989	70	19
Seven	1989	70	19

Comments

The overall correlation between median meaningful miscue scores (ratios) and median text levels is fair (.5).

There is clearly some positive relationship between children seeking meaning in texts (ratio of meaningful miscues) and making

progress in reading (text level) although that relationships is by no means consistent nor does it hold true for every individual. There are too many variables at work to make simple one-to-one statements of correspondence. If a child, for example, habitually self-corrects when the text fails to make sense, his/her meaningful miscue ratio, which is exclusive of self-corrections, will be relatively low.

We believe making meaningful (as opposed to meaningless) miscues and self-correcting are both of central importance to early reading. Simple correlations between two kinds of indicators, however, lack significance because the reading process represents a dynamic among not just two but a number of strategies; the reader seeks clues simultaneously in letter/sound relationships (phonics), meaning (semantics), conventional grammar (syntax), rhythm of language, knowledge of subject matter and familiarity with the particular literary form.

We have concluded that the best indicator of progress in reading is the level of the text which the child can successfully negotiate--"successfully" means with over 90% word-by-word accuracy and good ability to retell the story. There are exceptional cases even here: children who read with accuracy but are unable to tell the story and the contrary--children who make many uncorrected miscues but can somehow, in retrospect, reconstruct, understand and retell what they have read.

V. THE CONTEXT OF LEARNING: TEACHERS' BELIEFS AND PRACTICES

Introduction

The following description and analysis of the context in which children have learned to read and write at the Longfellow School is based on interviews with primary grades teachers in spring, 1990. The comments are extended also by informal observations made over a five year period.

I am mindful of my own influence, as researcher, on the teacher interviews in large part because of my long-term association with the school and the warm personal relationships that have been built up over time between me and members of the faculty. The latter know where I stand on educational matters; I've made no attempt to conceal my convictions from them. Teachers, during the interviews, by no means altered the facts or disguised their beliefs but they inevitably gave more emphasis to those aspects of practice which they knew would strike a responsive chord in me. I've tried to counteract this influence by using concrete evidence from the classroom (schedules, materials, activities) , my own direct observations and also interviews with other adults in the school who are not classroom teachers.

The five-year Evaluation Study, of which this is a part, was undertaken "in response to a perceived need to keep track of children's learning in new ways, given new understandings about literacy learning."[*] The Longfellow School was the pilot site for both the Literacy Project initiated in 1983 and the Evaluation Study--which means it was, in a sense, "on stage." Those on the outside were looking for significant change in both beliefs and practices--from a relatively traditional style to one more consonant with developmental learning theory

Five years after the vivid presence in the school of Don Holdaway, the New Zealand educator who introduced and demonstrated new ways of teaching reading and writing, much has, in fact, changed. Some of these changes will be specified in the following pages. First, however, I want to clarify what seems to me to have caused some of the resistance to change.

There are several primary grades teachers in the school who came after the first years of the Literacy Project and were relatively unfamiliar with developmental theory. There was no programmatic training for those teachers; the main source of their understanding has been the Literacy Center where they can see developmental (Whole Language) practices expertly demonstrated. These teachers also missed the excitement of the Project when it

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[*] See Introduction to the Study, Part One.

was new and no one told them, when they joined the faculty of the Longfellow School, that they would be expected to adopt, or adapt to, a new pedagogy.

In general, teachers have to be conservative, not adopt new methods hastily and thereby risk the effective learning of the children in their care. At the Longfellow School, there was also what might be termed a "political backlash" which won't be detailed here but which militated against change. There were doubtless many other factors, both particular to this school and characteristic of all schools and indeed all institutions, which slowed the progress of change. There is, however, one problem inherent in the very concept of change which is relevant to this discussion.

Change, to be lasting and effective, has to come from the inside, to be the product of the individual's own recognition and wish. The notion of <u>being</u> changed according to the views of an outside agent is humiliating and patronizing. It often brings about resentment and a reactionary impulse. Asking for, even encouraging, change in another implies, first of all, a judgment that there is need for improvement--for a "change for the better." There's a world of difference between subtly or not so subtly being encouraged to take up new ideas and give up old ones and deciding on one's own to move in a new direction.

This difference was fully understood by Don Holdaway who was conscientious about demonstrating, not preaching. Nonetheless, because the school was a pilot site for the Literacy Project and change was both looked for and hoped for, some resistance or dragging of the heels came almost as an exercise in self-respect and autonomy, even though it was not generally recognized as such.

The teachers at the Longfellow School represent a continuum of beliefs and practices, from the near-traditional to the near-developmental. The extremes at either end are not represented. I will discuss, first, classroom practices in terms of time and activities, then describe articulated beliefs about education and, finally, how and why beliefs have changed and how they have led to changes in practice over a period of years.

<u>Activities and allocation of time</u>

Of the ten classroom teachers interviewed (seven in standard kindergarten and primary grades, three in bilingual classes), all give by far the most time and attention in the curriculum to language learning--usually the entire morning unless there are specialists scheduled. In the last two years, because of a grant supporting early writing, a good deal of time has been devoted

exclusively to writing. [5] Other subjects tend to get squeezed out or given short shrift (math and science, for instance) and there is a general feeling among the teachers, of pressure: too much has to be covered, not enough time in the day.

Writing

A primary grades writing project has increased the pressure for some teachers. Comments like the following were made by almost half of those interviewed: [6]

> No time this year for math. "Of course I do it some, I squeeze it in."
>
> More attention now to writing process but not so much follow-up on shared reading.
>
> Math has suffered.

Scheduling problems were also mentioned.

> "I really should find a time of day when everyone can read but there are scheduling problems. Best time would be after lunch or before they go home. But before they go home is too confusing..."

A different view was expressed by those whose beliefs are more toward the developmental end of the pedagogical continuum.

> "There can't be too much reading and writing. If they take away from other subject areas, they should be more naturally integrated...there would be more time if children did fewer worksheets."

Over the last two years, partly in response to the Writing Project, children from kindergarten through third grade have been writing daily in a number of genres: daily journals, writing workshop several times a week (usually with a Writing Project Associate), group writing; also poems, stories, topic writing and free writing of many kinds, from labels and lists to captions and notes. Several author studies were done (of Judith Viorst, Roald Dahl, Tomi DiPaolo, Robert McCloskey, for example) and art has been closely associated with writing. One class has developed "responsive journals" in which the children write their thoughts

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[5] It would be hard to give even approximate percentages, since the time allocations vary from day to day and week to week.

[6] All quotations are from my interview notes, given in my words, unless enclosed in quotation marks in which case they are teachers' words quoted directly.

to the teacher who responds in writing.

> Have journals and "they love them...sets the tone for the day...completely personal and expressive."
>
> Children have gotten the idea of editing, revising, "are noticing their own growth."

Writing has been integrated in a few classrooms, with other subjects: science (journals), literature (reading logs, variations on text), thematic curriculum (hibernation, dinosaurs), math (problem stories).

> "When the science specialist leaves, they write about what they did."

In some classes children are encouraged to use "invented spelling" and to turn to each other rather than to the teacher, for help. Inspiration for both methods and theory has come from the four Writing Associates hired through a grant for early writing, and from the various consultants and conference speakers--also available because of the grant.

> Children first talk about their idea, then the teacher staples the necessary pages together--a la Giacobbe [consultant].
>
> Learned at a workshop about responsive journals so now writes in them--three times a week in some. "Children love it."
>
> [Associate] has been great, good ideas. "Helps me see a lot of things differently."

Some teachers found the theory easier than its implementation and others found themselves at odds with both theory and practice.

> "Spontaneous writing just doesn't happen. R [child] writes only things she knows how to write...starting invented spelling a little. I feel that when they draw me a diagram, some of them could also write the words, but they're not doing that...they just can't do both things."
>
> Process writing has its place, "have given it my all but it bothers me."
>
> Comments on classroom: they do journals but they're not really validated, valued. Seen almost as time filler.... another teacher criticized children's journals...for style of drawings, for example.

Reading

In the reading program at the Longfellow School, children in the primary grades have opportunities for a good deal of experience with literature. The teachers all read trade books aloud to their classes, usually daily. Children also read trade books in groups (which are often but not always organized according to ability), do individual, sustained, silent reading, read with a partner or small group, do shared reading and informational, assigned reading. Reading matter also includes the children's own published books, journals, plays. One classroom has "up to 500 trade books from which to choose." Above the kindergarten level, bilingual children are read to in both Spanish and English. Some teachers read aloud regularly at the beginning of the day, others at the end and others at various times during the school day.

All the teachers above kindergarten level also have basal readers in their classrooms which they use to varying degrees and in different ways. A majority adapt basals to their own purposes, picking and choosing the more interesting selections according to their relevance at a particular time.

> Might choose a story from the basals, Corremos or Volamos.
>
> One day a week does basal but selects those sections they like, not the whole book.

The more developmentally oriented teachers have serious reservations about using basals in traditional ways:

> "The use of basals forces grouping."
>
> Now asks them more about prior knowledge when they begin to read, both for chapter books and basals.

Two teachers who have given up basals, organize the trade books in their rooms according to difficulty:

> Two boxes of books; harder ones are in the blue box...and better readers have to choose one of those. Brown box is for less competent readers although, if they want, they can take one from the blue box.

One teacher, toward the other end of the continuum, uses basals and shared reading:

> "More shared reading than basals...I don't see myself ever giving up basals altogether."

Most of the primary teachers above kindergarten ability group the children for reading at least some of the time.

Reading across the curriculum is more established than writing across the curriculum. Children read about the class theme--like dinosaurs or holidays. One teacher draws math problems from reading.

> Asks children "how far, how many," etc. Some of math ideas and questions are coming from books.

A key question is how skills, the technical aspect of literacy, are dealt with. It is in this area, particularly, that I was aware of my own views affecting teachers' accounts. All the primary teachers at the Longfellow School teach basic skills both in and out of context. Those at the developmental end of the continuum tend to "pull" the skills which appear to need practice from a meaningful (to the child) context--from their reading and writing.

> Still concentrates on phonics but tries to do it in context. Rather than doing worksheets, they're recording the information they want. "I pull skills out of reading...still not comfortable abandoning phonics."
>
> Still does conventions in writing workshop: different types of sentences, grammar, etc, "all in context. Sometimes I take an example from someone's journal, for editing."
>
> Learns from journals about skills and from wherever she can.
>
> Makes notes from their writing, so knows "who to grab for what."

Several teachers seemed to feel uneasy about their use of commercial worksheets for skills practice.

> Has worksheets on specific skills...but "don't use them in the room."
>
> Once a week they go to the computer room upstairs. Work on "skills practice which they love."
>
> Some work sheets, "mainly as homework."

Skills are also taught "in disguised form" (quote from interview)--essentially out of context but presumably still made interesting. Making picture dictionaries in kindergarten is an example of an enjoyable art activity aimed at teaching the alphabet and phonics. In these instances, the teacher starts with a skill she has in mind to teach and builds a context around it which is intended to engage the children.

Finally, some teachers use basals and teach skills out of

context, without apology.

> "I like basals. Professionals have done these. There are skills involved...then I know everything is covered. Teachers in the future expect these skills to have been covered..." "Invented writing" does not suffice to teach skills like "spacing, capitals, periods, sentences....in invented writing they're just rambling on and on."

Changes in practice

How, then, have teachers changed their practice in recent years? Because of the presence of Don Holdaway, shared reading has been part of the curriculum for several years. Gradually more literature--more trade books--are being used as the basic materials for the curriculum. Although basal readers are used, they do not constitute the whole reading program as they do in many schools. Importance is put on phonics and others skills which are often taught in context or taken from a meaningful context. There is more overall belief in children's ability to find their own subject matter in writing and to choose their own books for reading.

> Had a strong phonics program, created own materials. Now getting away from this...
>
> Uses overhead now rather than worksheets, with whole group.
>
> Less emphasis on worksheets, most of them made by her [the teacher], as needed.
>
> Has reading groups but "not like it used to be." Likes to monitor their reading, "see what skills are lacking."
>
> "Things are different this year. I abandoned basals in January...It's exciting but also scary."
>
> In reading now waits and lets them figure out words which she used to supply.
>
> Has bins of books sorted according to levels. No reading groups.

One of the reasons it's difficult to give up workbooks and worksheets is the function they serve in classroom management, giving children something to do at their desks while the teacher reads with a small group. It takes thought, experience and planning to have constructive alternatives available which children can manage and which will engage them for the necessary length of time.

All the teachers now have individual writing folders which are

hung in plastic cartons in the classrooms. Some are beginning to save other kinds of work by children as documentation of progress, although how and what to save has not been systematically worked out.

There is a good deal more creative writing and more validation of the worth of children's own expression. Although some of this is the result of the funded writing project, it will almost undoubtedly continue in most classrooms as an integral part of the curriculum.

In some classrooms, teachers are consciously integrating subject areas, often by means of a thematic curriculum.

> From April to June will do huge unit on dinosaurs, integrating math, writing, reading and art.
>
> Has a theme each month....began in the fall with child, then extended family, celebrations, migration, transportation, customs...
>
> Teaches differently now, "more mixed, meshed in. Grouping is more flexible, fluid..more integrated curriculum."

A minority of teachers are still trying to "fit everything in", "cover" all grade level expectations without integrating the curriculum. There can be three or four different kinds of writing during the day, for example, each demanding time: writing workshop, journal writing, skills practice. These teachers in particular feel the pressure of time, complain that language activities are crowding other areas of the curriculum.

Changes in beliefs

For reasons I mentioned at the beginning of this essay, teachers, like other people, are often reluctant to recognize their own evolution as theorists and practitioners. They tend to deny or minimize change, emphasizing their own consistency over time. [And of course there is consistency, even in change: evolution rather than revolution.] The teachers interviewed often detailed new classroom practices but at the same time saw them prefigured in the past. They were more likely to see theory as new, practices as old.

> "When Don came, he validated what had been done before...have always had a child-centered classroom."
>
> Has always done reading aloud..."they're taking more part in shared reading now."
>
> "What's wonderful for me is to use my knowledge, use what I

know.."

What was wonderful about the Literacy Project was validation of doing what she wanted to do.

There has, in fact, been more change than people allow, partly because it has happened gradually and so is not always conspicuous. All the primary grade teachers have been influenced by the Literacy Project--by the people encountered, workshops, conferences, demonstrations attended, books and articles read and, in general, simply contact with ideas "floating about." They have, as a result, modified or added to their practice. Some are moving faster and further, other holding back and maintaining a conservative position. Most are somewhere between.

Changes in practice have to stem from changes in beliefs about how children learn--and beliefs have changed. Sometimes changes in classroom practice seem more wishful thinking than actuality but wishes perhaps have to precede actions and can often become reality when the more technical issues are solved. Lack of know-how, puzzlement about how to implement ideas, often prevent change. Thus beliefs are generally ahead of practice.

The following areas show evidence of changes in beliefs:

1) The role of the teacher--as model and facilitator rather than authority: the child-centered rather than teacher-centered classroom.

She [teacher] does some writing of her own, though it "conflicts with conferencing....hasn't quite worked out sequence."

Adults [assistants, students teachers, etc.] are encouraged to read as many of the books in the room as possible.

Tries to read herself when they're reading.

2) Children as active, self-correcting learners: the belief that children <u>want</u> to learn, are inherently motivated.

Learning should be fun although "for some things it's necessary to persevere."

"They're so creative; I really find they're going beyond what I could suggest..."

They learn by "being given the opportunity... learn naturally even while playing with sand, during art."

Several teachers gave new life to an old phrase from the fifties and sixties, "freedom to learn."

"Children need freedom to learn, the expectation that they are capable...give them a chance to learn."

"All children can learn, given opportunity." Have to provide an environment in which they can grow and learn.

Has learned to "value the kind of extraneous information not gotten from school or teaching."

In general, the idea that children's learning is wholly the responsibility of adults [7], although it is still dominant in some classrooms, is more open to question.

3) The learning community: learning as a cooperative enterprise for both children and adults.

"Children can learn from sharing...they like to listen to each other."

Children learn from each other...they often read together, often children at different levels.

She is planning to work cooperatively with two other teachers year.

Cooperates with librarian.

Parents, too, are beginning to be seen as part of the learning community: as active, valued contributors to their children's education rather than as passive receivers of teachers' judgments. Some teachers have made a special effort to include parents in school events and to solicit parents' knowledge of both their children and of the home culture. These relationships between home and school are more characteristic of bilingual than standard classes perhaps because of the sense of shared language and culture.

Constraints on Change

There are teachers who are not interested in basic change--that is, change in beliefs about how people learn and consequent change in practice. They may be open to innovation--to new curricular ideas and methods--but not to a shift in the locus of

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[7] The idea that teachers bear almost total responsibility for children's learning has been reinforced recently by Tracy Kidder's popular book, Among School Children. The teacher about whom Kidder is writing assumes that responsibility and seems to have no concept of children's potential role in evaluating their own work.

control or redefinition of classroom roles and responsibilities.

But there are obstacles to implementation of developmental education for even those teachers who are theoretically committed to it and who are, to some degree, willing to take risks. I will group these obstacles under three headings: conviction, know-how and institutional roadblocks. The first two are perhaps in the control of teachers; the third, mostly out of their control.

1) Uncertain Conviction

There are certain beliefs which lie at the heart of developmental theory: that children, by nature, want to learn about and participate in their culture and that they can understand and learn material which is appropriate--that is, within their intellectual range.

Teachers who expressed wavering confidence in children's ability to organize themselves, make decisions and take on responsibility for both learning and behavior, are going to find it difficult to give up the necessary measure of control.

> I'm organizing, controlling it too much...not giving them opportunities to experiment...I could say, 'Here are two containers. I want each person to...see how many containers-ful of the small scoops fill the big container' but I haven't set it up that way. I want to be there to make sure that I'm watching them as they scoop it in and I'm not there, so they're not doing it..."

Belief in children includes, of course, belief in the competence, intelligence and determination of minority and ESL children. These beliefs have to be in the form of strong convictions in order to hold up in the face of many ongoing difficulties and discouragements.

2) Know-how

Theory and belief frequently seem to outrun practice due, in part, to lack of know-how. Some examples:

* A teacher wants to encourage writing but doesn't know how to start--or sometimes how to keep it going in the direction of depth and increased technical control.

* A teacher is not happy with the way the room is arranged but doesn't know how to go about planning a re-arrangement.

* A teacher wants to give up worksheets but doesn't know how else to occupy the rest of the class while she is teaching individuals or small groups.

* A teacher wants to integrate the curriculum but doesn't know how to include math.

* A teacher wants to encourage her class to work as a community of learners but doesn't know how to create an atmosphere of cooperation.

* A teacher wants to keep more informative, useful records of children's learning but doesn't know where to start, how to find the time.

These problems, all integral to developmental education, are nonetheless primarily practical ones. The first step towards solving them is to identify them as just that: as technical issues for which answers can be found--in books, through workshops or consultants or in the experience of colleagues. They may be difficult issues to work out but they are not causes for doubting or backing off from developmental theory itself and concomitant practice.

3) Institutional roadblocks

There are a multitude of institutional roadblocks most of which are beyond the control of teachers and therefore not worth dwelling on here: scheduling of specialists, shortages of appropriate materials (tradebooks, for example, especially in Spanish), the hegemony of standardized testing, parents' expectations, inadequate allocation of space, miscellaneous institutional requirements and demands on teachers' time--to name a few.

Summary

It can be said with confidence that all the teachers at the Longfellow School are serious and responsible; they all want to be good teachers. Some are more interested in change, some less. The Literacy Project has been responsible for change to the extent that it has been seen by teachers as desirable. Just as learning is ultimately "in the hands of the child," so is pedagogy in the hands of the teacher. In each case, an opportunity can be offered; the individual has the choice whether or not to take it up.

VI. CRITIQUE OF EVALUATION INSTRUMENTS

Three relatively formal instruments were used to keep track of children's reading and writing during the five-year Evaluation Study. Descriptions of the instruments can be found in the Appendix of Part One. This section will contain some of our after-thoughts about the instruments, both positive and negative, and suggestions for future use.

A. Concepts about Print

Explanation

Concepts about Print was originally conceived, by Marie Clay, as part of the diagnostic survey for Reading Recovery. It is designed to assess a child's knowledge about the print system. The instrument comes with a choice of stories in booklet form (Stones or Sand) one of which the examiner reads aloud, pausing to ask the child questions about the text. There are a total of twenty-four questions and the child's score is based on how many he/she answers correctly. (See Appendix, Part One, for forms.)

We administered Concepts about Print to children in kindergarten, to assess their general level of familiarity with the print system on entering school and, to the same children the following year in grade one in order to record change and progress.

Advantages

Concepts about Print is quick to administer and simultaneously score (about 10 minutes) and has been used widely enough to have established a record of statistics and norms in many regions and countries. It has behind it the authority of Reading Recovery, a successful program for preventing early reading failure. Also, it is available in Spanish. Although it takes practice to administer smoothly and competently, Concepts about Print is essentially a straightforward instrument, easily understood and designed to find out, in a direct manner, what a child knows about the print system.

Marie Clay, the author of Concepts about Print and the work in which it was first described, The Early Detection of Reading Difficulty, must also be given credit for recognizing the value of this kind of information. A child's knowledge of the print system is useful to teachers, a fact which now seems obvious but which was not when Clay's work was first published.

Disadvantages

> The stories in Sand and Stones are bland and sometimes fail to engage the attention of children.

> Some of the questions which depend on recognizing errors on the printed page--changes in letter or word order or upside down text--seem tricky and somewhat unfair. Children (as well as most adults) tend to trust print when it appears on the page. They don't expect it to be intentionally wrong and are therefore likely to miss errors in concepts which they might ordinarily understand.

> Related to the above criticism is our finding that certain items were consistently missed by children who are not yet doing independent textual reading (see chart on page following). Thus the only information gained from these items is that few kindergarten children know them. Relatively few first graders too, as independent readers, were able to answer #17 and #18.

Finally, we have found that the same information learned from administration of Concepts about Print, and more, gained be gained through less formal means, a "reading interview," for example (see Appendix, Part One). Interviews are less methodologically standardized and therefore perhaps less valuable in terms of research but are, we believe, more useful for everyday classroom purposes.

Research findings

> Kindergarten:

We administered Concepts about Print to 108 children at the end of kindergarten--over a five-year period. Total scores ranged from 3 to 23. The average was 13 although there was a substantial difference between cohort groups. The correlation between age and scores was weak.

Items missed by more than half of the emergent (not yet textual) readers were:

#6- word-by-word matching
#10- line order altered
#12- one change in word order
#13- one change in letter order
#15-#18- punctuation marks
#20- reversible words (was/saw)

> Grade one:

Of the 108 kindergarten children, 84 were tested again at the end of grade one. Scores ranged from 10 to 24. The average was 18.2. Although all but one child showed improvement, the most conspicuous improvement was made by those with the lowest scores in kindergarten: With only 24 items, the test does not leave much room for improvement so children who scored high in kindergarten did not change much in grade one.

An analysis of individual items shows that grade one children do significantly better than kindergarten children on the items which require word recognition (#6, #10, #12, #13, #14, #20).

Grade one children also do significantly better in naming and indicating the use of a period (#16). Although there is a substantial rate of improvement since kindergarten on questions #12, #13, #17 (comma) and #18 (quotation marks), still less than 50% of grade one children answered these items correctly.

> Relationship of scores in kindergarten and grade one:

The kindergarten scores do not clearly predict grade one scores. There is a general population tendency for above-average kindergarten scores to result in above-average grade one scores but the variability among children is so great that, for any individual child, the kindergarten score has little predictive value.

ITEM ANALYSIS

# item	% correct, K	% correct, grade one
1 front of book	98	100
2 print contains message	90	97
3 where to start	91	97
4 which way to go	90	96
5 return sweep to left	86	96
6 word-by-word matching	44	86
7 first & last concept	75	91
8 bottom of picture	91	93
9 beginning "the"/"I"	74	90
10 line order altered	19	69
11 left page before right	67	95
12 one change in word change	7	40
13 one change in letter order	4	27
14 one change in letter order	4	42
15 meaning of ?	45	66
16 meaning of .	25	75
17 meaning of ,	0	15
18 meaning of " "	1	13
19 locate M m H h/T t B b	61	87
20 reversible words: was, no	17	79
21 one letter, two letters	90	97
22 one word, two words	52	83
23 first, last letter of word	55	85
24 capital letter	52	80

Conclusions and Recommendations

It appears from our data that Concepts about Print given at the

end of kindergarten does not adequately predict grade one reading levels nor, when given at the end of grade one, does it adequately predict reading levels at later grades. To be fair, it must be stated that claims of predictive value were never made by the author, Marie Clay. The test does show, however, that children at the end of kindergarten vary greatly in their knowledge about print and that, at the end of grade one, they have all gained more knowledge.

We have found that the same information gained from administration of Concepts about Print--and more-- can be gained through less formal means, a "reading interview": The teacher reads aloud a simple, illustrated book and asks the child relevant questions (omitting, of course, ones based on printed errors). Interviews are less methodologically "cut-and-dried" and therefore perhaps less valuable in terms of statistical research but are, we believe, more useful for classroom instruction.

B. Visual Cue Writing Sample

Explanation

Motivation for the Writing Sample was supplied by a set of 24 photographs (with duplicates) from which the children were allowed to choose one about which to "write a story." The directions given by the teacher to the class were to "write a story about the picture you chose...the best story you can. Take your time and don't worry about spelling or punctuation. They won't count. Bilingual children were encouraged to write in their preferred language.

The photographs, of unfamiliar book illustrations, were in color and varied in subject matter: animal tracks in the snow, an old man and boy by a campfire, a woman cuddling a tiny dog, a young Indian woman putting on an earring, a black child sitting on a rock, two boys fishing, a woman talking on the telephone, and so on.

The children's stories were scored along three dimensions: Productivity (average number of words and words per sentence, Content (from concrete/descriptive to imaginative/elaborated) and form (not including spelling). See Appendix, Part One, for details of scoring.
Graduate students were hired to do the word and sentence counts. The content of each piece of writing was holistically "blind" scored by two examiners, with a third opinion sought whenever there was disagreement between the original two.

Advantages

There is a need to validate school writing as both expression and

communication, not simply, as in the past, for control of conventions like handwriting, spelling and punctuation. The work of Donald Graves and the widely-influential process writing movement has put children's writing on the curricular map. However, if it is not evaluated along with other parts of the curriculum, writing runs the risk of being under valued or omitted altogether. The Visual Cue Writing Sample was meant to give writing equal status with that of reading and of other validated areas of the curriculum.

The method of scoring allowed longitudinal, numerical records to be kept of the length, complexity and inventiveness of each child's work. The scores thus made it possible to translate quality into quantity so that progress in writing could be tracked and also compared to progress in reading.

Disadvantages

Although it seems important to include writing in any evaluation scheme, the method we developed finally seemed to us unbalanced, putting too much value on one particular quality, imagination. Although certainly important, imagination and inventiveness are not the only criteria for worthwhile writing. In addition, we found scoring the Visual Cue Writing Sample very burdensome and labor intensive, not practical for ordinary classroom use.

Finally, it seems to us increasingly inadvisable to feel we always have to "judge" children's work in order to be able to value it--particularly creative work. Eventually we felt we were making judgments more for the sake of the records than for the children's education. Descriptive comments can be made about any individual piece of writing or collection of writing over time. Kinds rather than degrees of invention can be noted as well as favorite themes, genres, quality of language, expressed interests and concerns, and so on. These characteristics can better be described in words than represented by numbers and they cannot be placed on a continuum from bad to good or less to more.

Research Findings

One of the interesting findings which, to some degree, we anticipated in designing the method of scoring as we did had to do with issues of development. In writing, as visual art, development takes place primarily in the area of control and skill--in this case, vocabulary, complication of syntax, range of reference--but not necessarily in level of imagination or inventiveness. Some very elementary, barely decipherable writings we found to be lively, imaginative and original. Conversely, some of the longer, more technically proficient writing was relatively dry and uninteresting.

Literary influence was often evident in language, settings and plots. Also the influence of popular "kid culture" was very strong (Batman, Ninja turtles and the like). Many children chose photographs to write about which provided springboards for their own experiences or feelings: A photograph of an apple with a bite out of each side inspired "I lik to et aples."

The slightly bizarre photographs often proved the most inspirational and popular: mysterious tracks in the snow, old woman with deeply lined face sheltering a tiny dog inside her coat. Our first attempt at a photographic motivation, in fact, was so mundane as to be almost worthless. In order to avoid problems of sexism, racism, classism, we had a photograph taken in a local kindergarten classroom, a generic setting which would be equally familiar to all children. The scene proved, however, to be so familiar and everyday that the children's stories were uniformly flat and factual. Scenes like the two described above, not at all familiar, turned out to be far more interesting and resulted in longer, more detailed, imaginative stories.

Conclusions and Recommendations

We abandoned the Writing Sample during the last year of the Study for several reasons: the scoring system overvalued imagination and invention at the expensive of other worthwhile qualities (like, for example, clarity, vividness or humor). Introducing an artificial motivation into a classroom where writing was already an important part of the curriculum seemed artificial and inadvisable, out of keeping with our own beliefs about the relevance of children's lives and thoughts to their work. Setting up an artificial situation for the sake of gathering evaluation data eventually also seemed suspect--too much like the familiar contrived situations common to psychological as well as educational testing which, because they are not part of everyday life in classrooms don't yield much information about children's knowledge or abilities.

As we indicated above, perhaps children's creative work can better be valued in words rather than evaluated in numbers in spite of the advantages of numerical records.

C. Developmental Reading Assessment (published by Nelson, Canada)

Explanation

Our version of the Developmental Reading Assessment was somewhat adapted from the original published in Canada which, in turn, makes use of the "miscue" research and analysis carried out by

Kenneth and Yetta Goodman beginning in the nineteen-fifties. Each child in the Evaluation Study, above kindergarten level, was taped annually, in the spring, reading a story aloud. The tapes were then analyzed and scored along several dimensions: literal word-by-word accuracy, meaningful miscue ratio (i.e. ratio of meaningful errors to total number of errors), self-correction ratio (ratio of number of words spontaneously corrected by child to total number of errors), re-telling (for comprehension) and text level. (The protocols for administration and the texts themselves are included in the Appendix of Part One.)

Part One of the Evaluation Study includes the results of the oral reading assessments over a five-year period; grades one and two were further tested the following year in order to identify any effects from the Writing Program (see Part Two, pages 72-74).

Advantages

The taped oral readings were consistent with developmental theory in both administration and scoring: children were encouraged to bring along a "favorite" book or story which they first read, as a warm-up. They were then given a choice of stories estimated to be at about the right level of difficulty; the stories were complete texts (not sentences or fragments) and thus had meaning. The one-to-one situation was friendly, informal and encouraging rather than confrontational, silent and solemn. Also the readings were not timed so there was no pressure to read fast.

Scoring emphasized above all the child's ability to self-correct and get meaning from print, information which is useful for teachers in helping children strengthen the strategies integral to the reading process. The texts were ordered in a sequence from simple to complex, not by grade level. Longitudinal change and development were considered more significant than achievement at any one point in time.

The oral reading scores are useful as quantified data based on valid, in developmental terms, procedures. They can be used effectively to track progress and they illustrate vividly the fact that children learn in uneven increments, not by grade levels (see, particularly, graphs in Part One).

Disadvantages

The particular stories in the Nelson scheme are not all of interest to children in urban settings like Cambridge; many concern events in the Canadian countryside which have little or no meaning to children without experience of farms, camping, fishing, etc.

Individual taping is very time-consuming (up to 45 minutes) and is difficult to arrange in a busy classroom. What's more, in

order to score a tape with confidence, a teacher first needs several sessions of intensive training. Then the scoring itself of each tape requires as much time as the original recording. This particular form of miscue analysis is somewhat unwieldy, hard to use spontaneously since it requires two texts: one appropriate for the child in terms of print size, number of words per line and per page and illustrations. The other, a condensed version of the same text, is used by the teacher to annotate the reading for later analysis and scoring.

Research Findings

Our most significant finding from five years of recording oral reading is the unevenness of children's learning. This was described early in the section on Child Studies (pages 78-105). Children, like most people, learn at their own rates and in their own ways and by uneven increments. Grade level expectations are administrative constructs which do not adequately reflect the reality of how children learn.

Unlike some other researchers, we have found little correlation among meaningful miscue ratios, self-correction ratios and progress in reading as determined by text level. This lack of correlations does not mean, however, that the will to find meaning or the tendency to self-correct are not significant factors in learning to read: Simple correlations are not possible because of the nature of the reading act itself: an orchestration of prior knowledge and adaptive strategies.

The child must construct meaning while also remaining reasonably faithful to the print on the page. If a child reads with a high level of word-by-word accuracy (faithfulness to print), he/she will have fewer opportunities to self-correct. By the same logic, if a child makes only meaningful miscue or errors, he/she will not be motivated to take a second look and perhaps correct a first attempt. In other words, the process is complex, not susceptible to simple correlations.

The question of comprehension, which we judged by re-tellings, is also not simple. Re-telling the story gives some indication of the child's ability to process the whole content of the text. Occasionally, however, a child is able to read an entire story with adequate accuracy, self-corrections and ratio of meaningful miscues and still apparently not be able to put the pieces together or make sense of the whole. The reverse can also be true: a child seems to muddle through, not making much sense of the text sentence-by-sentence, yet in the end, through some internal process of integration and reconstruction, come up with a full and reasonable account of the content.

Finally, reading ability, among silent, fluent readers, is both more difficult to define and to assess than early reading.

Fluent reading is no longer the relatively simple process of reproducing, with acceptable errors, the story or essay on the page. Fluent readers take in, "comprehend", chunks of text in a simultaneous rather than linear manner. Oral reading thus forces the fluent reader to return to an early mode which is no longer natural to them and which consequently fails to demonstrate what they can do. Our data on most of the older children in the study is useful only as an indication of minimum performance.

This brief summary probably raises more questions than it answers, questions which require further observation, thought and research. Our data in suggestive but too limited to be conclusive.

Further Findings

The following comments by examiners were taken from score sheets of individual oral readings. We include them here as characteristic of some young readers. The comments indicate some of the insights into the reading process yielded by close analysis of oral readings--insights which provide useful clues for instruction.

Meaning-

J's concentration on each word, his anxiety about getting it right, leads to loss of meaning of each sentence and of the whole story.

T and W's rushing through the text, disregarding meaningless words or sentence due to a kind of nervous anxiety, hoping against hope mistakes wouldn't matter.

M took cues from pictures, not attention to phonics, so misunderstood elements of story, made up his own words.

Number of miscues caused child to lose the thread of story

Having lose the sense of the story because of miscues, S made up her own ending

F's inattention to punctuation sometimes destroys meaning even when the words are correct.

C's inappropriate cadences and expression lead to loss of meaning.

D got the story, even the details, in spite of miscues, to a surprising degree.

K read with evident pleasure and expression.

A has good ability to substitute meaningful words.

H substituted words freely, using phonic clues but not paying attention to meaning.

Phonics-

F has limited ability to use phonics so is dependent on adult help for more difficult words.

Rhythm-

E's reading shows how a strong sense of rhythm and genre can lead to adding words not on the page.

S takes a while to "warm up," get into it.

Attention-

B has tendency to skip lines of print.

L often mistook individual letters, for instance "hear" becoming "near."

Conclusions and Recommendations

The most useful data for instructional purposes is the analysis of meaningful miscue and self-corrections. A careful examination of these specific occurrences yields valuable information on how a child is going about learning to read--what strategies he/she is using and what might be useful to suggest.

For research and reporting (to parents and administrators), text levels are probably the most useful and appropriate information. The progress of a single child, a group of children or a whole school can be graphed and given meaning. Although we used a set of published stories, any short book or story of appropriate length and interest might be more relevant and useful. The accuracy level, which should be over 90% can be estimated for the first 50 words: missing more than one out of ten begins to cause confusion, the child losing strategies normally available to him or her.

Using their own experience and knowledge, teachers can estimate (probably better than publishers or experts) the approximate level of a text: appropriate, for instance, for 6-year-olds, 61/2-year-olds, 7-year-olds, etc.). Teachers can, in fact, keep a "benchmark" series of stories or books for this purposes. Then it is relatively simple, with twice or three times a year taping, to keep track of children's progress.

In cases where, for one reasons or another, more information

would be helpful for instructional purposes, the teacher can then do a miscue analysis of the child's taped reading.

Appendix

A. The Cambridge-Lesley Literacy Project
B. Instruments
    - Concepts about Print
        - Explanation
        - Contents
        - Score sheets: English, Spanish
    - Visual Cue Writing Sample
        - Protocol
        - Notes on Scoring
    - Oral Reading Tapes
        - Protocol
        - Retelling
        - Coding the Miscues
        - Oral Reading Appraisal Form
        - Sample page, child's text
    - Excerpts from texts, English and Spanish *

* Because of possible copyright infringement, the complete graded texts are not included in this report. We have included, however, sample paragraphs from three levels in English and two in Spanish to give the reader an idea of the increasing challenge offered by the texts.

Thomas Nelson and Sons Ltd. (1979, Canada) published the Language Development Reading series in which the texts are printed. The stories in Spanish were collected from a number of sources.

A

CAMBRIDGE SCHOOL DEPARTMENT

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THE CAMBRIDGE - LESLEY LITERACY PROJECT

CAMBRIDGE SCHOOL DEPARTMENT IN ASSOCIATION WITH LESLEY COLLEGE

I. Introduction

The Cambridge Literacy Project reflects over a decade of development directed towards meeting children's early literacy needs within a complex urban setting. In 1978, the inception of the K-3 Model began a movement towards increasing support within the primary classrooms for both teachers and children through reorganization of staffing and materials. In this structure, an Early Childhood Resource Specialist works with classroom teachers and paraprofessional assistants towards meeting special needs within normal classroom settings, thus establishing a preventive thrust to the program and avoiding the negative aspects of early labeling and withdrawal.

The K-3 Model moved instruction towards more natural and powerful "whole-language" approaches to early literacy, highlighting the mastery of processes and strategies in active language use. These developments have placed a high value on the use of quality children's literature. They have emphasized meaning, function, relevance and joy in literacy, rather than the memorization of abstract rules and subskills. The most important enabling condition for these developments, however, can be seen as a steady growth of dignity - for the learner as a participating member of a literate community and for the teacher as a mentor in that community.

II. Brief History and Background

The Cambridge-Lesley Literacy Center, Longfellow School, 1983/84

During the development of the K-3 Model, an important professional reference had been the work of Don Holdaway, especially his 1979 text, The Foundations of Literacy. During the summer of 1983, the Cambridge School Department in association with Lesley College obtained the services of Professor Holdaway as consultant to the project. Originally from New Zealand, a country which displays an impressive record of literacy research and effective schooling, he brought a wide international experience, via Australia and Canada, in the application of developmental procedures to the teaching of reading and writing. During the fall, in cooperation with the principal and teachers, he set up a Literacy Center in the Longfellow School.

The structure and operation of the Center embodied important principles of developmental learning in clear and concrete forms, further refining the K-3 Model. There were several reasons for the notion of a "center":

* it was to be a hub around which classroom practice rotated;
* whole classes would be able to visit with the classroom teacher and support staff at one time;
* social or communal models which emphasize a sense of belonging would provide an enabling environment for children at risk and all children;
* the facility would provide a locus for observation and professional development for Cambridge teachers and for Lesley College students.

The Cambridge Lesley Literacy Project 1984-90

Considerable momentum was achieved in the city during the 1983-84 year. The Longfellow Literacy Center had proved to be a valuable asset to the primary staff, and despite the loss of one of the two rooms in the new school year, it was reorganized as an even more integrated part of the primary program. Before the end of the academic year, teachers in many other elementary schools wished to initiate their own projects along similar lines. Evaluating their own needs and interests, they planned projects within the general framework of a more natural and developmental approach. The original structure at the Longfellow School took various forms as it was adapted to the needs of the other school sites.

During the 1984-86 school years, teachers from eight Cambridge elementary schools developed school-based literacy initiatives. In some cases the starting point was to develop a Literacy Center as a shared environment for all classes. In other schools teachers sought to explore the natural learning principles in their individual classrooms. With the assistance of a small grant from a private foundation, support for the new initiatives was provided in the form of demonstration teaching and school consultations led by Don Holdaway as well as through workshops and courses.

Another grant, funded under the Massachusetts Education Reform Act, Chapter 188, Early Childhood Programs, established a further initiative entitled "Literacy Connections: Families, Preschools and Public Schools". Begun in September, 1986, this project focused on the application of developmental, whole language principles with preschool and kindergarten children, teachers and parents. The "Connections" established through this program have had a significant effect on the collaboration between preschool and public school teachers, increased parent participation and positive transitions for children from preschool to kindergarten.

The Literacy Project at large has continued an ongoing interest in developing environments for literacy learning, "keeping track" of student progress, interventions for children at risk, integrated learning themes, and multicultural curriculum. Although Don Holdaway returned to Australia in the fall of 1986, he has maintained close ties with the Project and returns bi-annually for Lesley College Institutes. An annual series of Visitors Days has welcomed almost one thousand visitors and contributes to the spirit of teachers learning together. A Literacy Forum has been set up to provide a link between teachers in different schools by providing provocative talks by researchers and teachers alike. The Literacy Forums are co-sponsored by Edco, an education collaborative of Boston area school districts. The Forum programs each year have attracted teachers and administrators from metropolitan Boston school systems as well as faculty and students from local universities. Cambridge teachers have also joined colleagues from all over the New England region in the Whole Language Teachers Association.

Lesley College continues to play an important role in the Project in many ways. The Evaluation Study, a longitudinal collection of data and evaluation of literacy learning has documented children's progress in literacy learning at the Longfellow School (since 1984). A generous grant from Mr. Bingham's Trust for Charity to develop writing in the primary grades has renewed and extended support for classroom writing. Courses and January and July Literacy Institutes are offered and accessible to Cambridge teachers. Last but not least, the collaborative relationship between the college and the School Department has benefitted both institutions by contributing to the professional development of college faculty, undergraduate and graduate students and classroom teachers.

III. Description of Project

Some Purposes

1. To develop environments of special joy and purposefulness in literacy, in problem-solving, self-regulation and creativity in the early grades.

2. To support normal classroom teaching of reading, writing and the related arts, acting as a model of intervention in normal classrooms and in special settings; to provide special facilities and materials for the use of all teachers.

3. To provide preventive service in early literacy development without isolation of children from full participation in its communal and cultural aspects or from the natural classroom communities of school life.

4. To provide an environment and a forum for research and development in literacy teaching, especially investigating provisions for "emergent literacy" within a multi-ethnic society.

5. To provide lively and effective learning experiences for young children for whom English is a second language.

6. To give writing equal partnership with reading in the literacy curriculum.

7. To provide children with experiences in many ways of creating meaning - through music, drama, dance, art and construction.

Some Features of the Project in Action

* Use of high quality texts - stories, poems and songs - are used as components of children's literature

* The teacher actively shows his/her own knowledge of books, reading and writing and other forms of literacy

* Enlarged print is used in many forms - big books, projections, charts, etc.

* Children respond, in groups, to both new and familiar texts.

* Environments are "print saturated".

* A wide range of choices are provided for children as they read, write and publish.

* An important part is played by the related arts.

* There is a relative absence of competition and comparison; children are encouraged to perform as readers and writers for intrinsic purposes.

* Self regulation by children is encouraged, classroom organization focuses on a community of learners.

* Liveliness and enthusiasm are salient characteristics of the classroom.

IV. Underlying Theory

"Developmental learning is highly individual and non-competitive: it is short on teaching and long on learning; it is self-regulated rather than adult-regulated; it goes hand-in-hand with the fulfillment of real life purpose; it emulates the behavior of people who model the skill in natural use." (Don Holdaway, 1979)

The Cambridge School Department through the Cambridge-Lesley Literacy Project, is addressing two central problems facing urban, and indeed, all schools:

1. How can schools provide effective literacy learning environments for all children that emulate the powerful, sustaining developmental models of oral language learning?

2. How can the professional development of teachers and administrators be stimulated and supported so that we may bridge the gap between theory and practice in achieving competency in language and literacy?

We should not expect simple nor complete answers to these questions. However, we believe that research reflecting a growing international consenses justifies both exploration and action along developmental lines.

During the last twenty-five years, there has been a revolution in our understanding of how children learn oral language and its extension into literacy. The center of gravity in research has shifted from teaching to learning. This change of perspective has allowed us to ask many long-neglected questions. How do we learn the most complex and demanding skills in our lives - such as walking, talking, and making friends - without the kinds of instruction taken for granted in schools? Why is the natural form of learning so successful? What is it about cultures, communities and families which makes them so effective in supporting complex learning? What is our justification for neglecting, even directly contravening, those principles of natural learning which work so well in every day life?

We have until recently discounted our most accessible models of learning, especially those of oral language learning. Common sense would suggest that we pay attention to them. The behaviorist theory which been in the ascendancy since the early part of the century has avoided such questions. The stimulus-response simplification of human learning, by excluding thought or other subjective concerns, has not been able to deal with the most fundamental questions involved in the use of language.

An analysis of current methods in the teaching of reading and writing suggests that this period of reductionist research has exerted a strong influence on programs, on published materials and on the professional autonomy of teachers. Learning in school has become more and more distant from the sensible and effective models displayed, for instance, in normal linguistic development. Yet, despite the demand for objectivity and rigor, the sequences of subskills to which early reading has been reduced have no scientific basis. Indeed, they differ from publisher to publisher.

However, a new movement has begun to reinvigorate classroom practices. Its theoretical foundations were laid by such pioneers as Piaget and Vygotsky in cognitive and linguistic development; by Sapir and Chomsky in linguistics; by Malinowski in anthropology; by Rogers in counseling; and by Dewey, Whitehead and Susanne Langer in philosophy. Research findings in many fields have begun to be assembled, and a new balance has appeared. The gradually changing priorities in education and the other social sciences have included:

* a concern for process rather than for isolated facts - seeing things whole and in relation to their functions;
* an emphasis on the conditions for effective learning rather than on the comparison of teaching methodologies;
* an insistence on descriptive scientific method - rather than on the comparison of teaching methods, each based on unsupported assumptions about the content of learning, especially in reading and writing;
* a feeling for development as orderly, yet varied and personal;
* a sensitivity to social and cultural purposes as determining motivation, attention and perservance;
* a recognition of the intimate relationships between self-concept, learning and a sense of belonging.

Within the last twenty years, research findings in many disciplines have displayed remarkable agreement concerning language, literacy and learning. For the first time, there exists a coherent body of knowledge which takes us beyond the issues of contending beliefs and assumptions that have characterized reading instruction for generations.

Developmental psychologists, such as Marie Clay, have documented patterns of development in reading and writing. Literacy is indeed like other developmental tasks; it is natural when the community itself is actively literate; it is learned largely by doing; it is self-regulated from the earliest stages; and is characterized both by progressive stages of development and by marked individual differences of style.

The work of **cognitive psychologists** such as Jerome Bruner and Frank Smith has evidenced the unity of thought and language, both in nature functioning and the learning process. Despite the simplicity and convenience of the notion that a set of subskills may be mastered beyond a content of meaning and will somehow add up to linguistic skill, we now know that no behavior which lacks symbolic meaning can be regarded as a measure of reading or writing, or as a prerequisite for them.

The more recent discipline of **psycholinguistics** arose from this insight concerning the unity of thought and language. Researchers such as Kenneth and Yetta Goodman have explored the actual processes and strategies involved in any literate response and provided valuable instruments for their analysis. They have demonstrated that all readers and writers make errors, and that these "miscues" are not only rational and explicable, but also, in conjunction with self-correction, that they constitute a powerful strategy for learning.

The **sociolinguists**, notably Michael Halliday and Bernard Bernstein, have documented the social and cultural nature of language as behavior learned only in communities. They emphasize the powerful functions of language in meeting human needs - needs more fundamental than conveying information - and they have found that the learning of a language is greatly enhanced by maintaining the natural flow of purposeful communal activity. On the other hand, instructional actions which undermine a sense of belonging in community change the nature of the language learning itself.

A strange contradiction in the tradition of literacy instruction has been a gross imbalance between the attention given to the teaching of reading in contrast to the teaching of writing, expecially as reflected in the funding of research. This imbalance is being redressed by the **Process Writing** movement, led by Donald Graves, which is active internationally. Rooted in sound research, as described above, it is both developmental and practical.

Confirming any of these findings with unaccustomed subtlety and detail, a profusion of ethnographic studies such as those of Shirley Brice Heath, Glenda Bissex, Denny Taylor and Lucy Calkins have described literacy processes in all their developmental richness, as functions of personal and social commitment. They have provided an exciting record of what development towards literacy looks like from the very earliest stages, and amassed evidence that natural developmental principles operate efficiently in early reading and writing when conditions are, in fact, "natural".

Stimulated by the work of such people as Marie Clay and Don Holdaway in New Zealand schools, developmental procedures were researched and adopted nationally during the early seventies. Similar movements at the grassroots level of teaching have been growing in many countries, and in many parts of the United States. There is now an effective body of well tried practice available for instruction in our schools, and a growing supply of materials from publishers.

The ideas are addressed to the needs of all children, but have found equal effectiveness in ordinary classrooms and in special environments. Because they offer sound alternatives to formal approaches which rapidly identify and isolate a failing group, they have proven especially pertinent in meeting the challenge of urban, multicultural settings. They provide the basis for a preventative program in the early stages, and for understanding and meeting the needs of those experiencing continued difficulty.

V. The Developmental Learning Model Applied to Literacy Education

As Don Holdaway has described natural developmental learning, there are four distinct processes or phases:

1. The learner observes the important people in his or her daily life using the skill in authentic ways to fulfill his/her own, genuine, life purposes. The motivation to become a skill user arises from what could be called "demonstrations". This observation of competent models usually takes the form of deep curiosity about how the skill functions and what purposes it fulfills. For literacy, this implies the opportunity to regard teachers and others as real readers and writers who deserve to be emulated. It also implies using the most genuine and satisfying materials at the center of instruction.

2. The learner clumsily participates in the skill along with the competent users who are being admired. He or she tries to "get into the act" while others are engaged in it. There is both a physical and psychological approach to the skill - to those who are using it and to the artifacts involved in it. It may be noted that, at this point, the competent users will quite often engage in some form of instruction or clarification. For literacy, this attempt to share in the skill implies that learners need to participate in other people's acts of reading and writing and that they will receive instructional help within meaningful contexts. It means sharing books and stories, discovering what the teacher does when he/she is reading or composing text, sharing the writing of such real texts as notes and letters, exploring how to "publish", etc. It means feeling out what it is to be literate.

3. When left alone with the artifacts of the skill, the learner role-plays or practices being a skill user, usually beyond the direct influence of the important people who are being emulated - he or she imagines and explores what it is to be skill user. It is important ot note that, although this practicing may occur in a communal setting, it is not performed for an audience - the learners are engaged in experiencing their own skill develop and learning to monitor and self-correct their own activity.

4. Finally, as the learner feels comfortable with the stage of skill accomplished, he or she turns to the important models as audience and performs in order to gain acceptance and approval. The intention is to gain acceptance as a developing skill user from those same important people who initiated the process. Seldom does this include an intention to compete with or be better than other learners. The aim is to remain a member, equally with others, in the natural community of the skill. As confidence and competence are achieved, the desire to "show off" can be seen as a natural and universal characteristic of successful learners. For literacy learners, this implies the provision of opportunities for noncompetitive performance of reading and writing for real purposes - and for the acceptance which reinforces success and consolidates the sense of being in community.

This sequence of developmental processes may be used as a model for shaping the environments and the activities of effective literacy programs. The flow diagram which follows attempts to display classroom implications.

EARLY LITERACY PROGRAM - SHARED LEARNING (Kindergarten and Grade 1)

Demonstration and Participation ("Sharing")		Practice and Performance ("Doing")	
Learners			
Active listening & observing captured by story, song, etc.	Joining in, predicting. Being part of a communal response	Role-playing reader, writer, publisher - choosing activity.	Displaying reading & writing, sharing skill.
	Repeating old favorites	Reworking favorite material	Creative response.
Teachers			
Demonstrating - reading & writing to and with, sharing skill and "how-to".	Inducing both group and individual participation and problem-solving, instructing.	Managing an activity environment, conferencing guiding, recording-enabling.	Acting as a very special audience, ratifying success

LATER LITERACY PROGRAM (Grades 2 - 4)

Engagement & Choice	Independent Reading & Writing	Related Activity - Exploration	Performance and Re-engagement
Learners			
Selection from a wide range of activities, texts	Individual Silent reading and writing	Related arts activity - including language arts	Group Sharing of outcomes-mutual motivation
Teachers			
Initiating	Conferencing, discussing instructing, individual and group	Conferencing, enabling & instructing	Responding, critiquing and reinforcing.

There are many ways to organize in applying this natural learning model to the teaching of reading and writing, either by modifying current practice slowly towards more consistent, developmental goals, or by a restructuring of literacy programs and the environments in which they occur. Both of these approaches have been taken in the Cambridge-Lesley Literacy Project. In the first instance, two special environments were set up as a Literacy Center at Longfellow School to reflect the "Sharing" and the "Doing" functions of the natural model in quite direct and clear ways. Classes visited the Center twice weekly, with the teacher, paraprofessional assistants and students participating as a team with Project personnel. Through experience in these environments with the whole class, teachers have been able to gradually adapt their classroom programs to the extent that they became professionally comfortable with the ideas and the procedures. In the ordinary classroom, of course, the environment and activities may be organized in many ways to reflect the focus on "Sharing" and "Doing".

Rather than presenting a new "methodology" which legislates a particular curriculum and common materials, the model presents a structure for the social interactions of literacy learning and provides a fresh perspective in terms of the moment-by-moment objectives of teaching. The experience and wisdom of individual teachers - already implicit in many of the professional choices they make in their own classrooms - receive new significance and efficacy within a context of "natural" learning. Diversity of instructional choices enriches the program and enhances the dignity and well-being of the teachers.

VI. "Keeping Track"

The Evaluation Study conducted in the primary grades at the Longfellow School over a period of five years has attempted to use methods which are consonant with Whole Language theory: that is, they are based on assumptions about the reading/writing process inherent in theory developed over the last several decades by an international group of educators.

Some of these assumptions are:

* Literacy learning is an extension of language learning and begins virtually at birth.
* Literacy learning is developmental, moving from clumsy approximations towards competence.
* Literacy learning, like language itself, is inherently social; therefore it prospers within a community of of learners.
* Individual children learn at different rates and in different ways.
* The impulse towards making meaning is at the heart of literacy learning.
* Learning to read and write, like all learning, is basically in the hands of the learner.

Some of the implications for evaluation are:

* Evaluation of a developmental process like literacy learning should itself be longitudinal.
* Assessment methods should take into account the strategies children bring to the task, especially the demand for meaning and the significance of self-correction.
* Evaluation in the primary grades should be seen as "keeping track", thus descriptive rather than prescriptive.
* Methods of assessment should involve reading and writing of whole texts, not the testing of isolated skills.
* The best evidence of learning is direct evidence, i.e., documentation.
* Assessment should always be used in the interests of the children being assessed.

And in general:

Evaluation should be aligned with the ultimate purpose of the activity: the purpose of learning to read is to be able to read - to make available a universe of knowledge and experience. The purpose of learning to write is to be able to write - to express oneself and communicate to others in printed symbols.

Strategies for keeping track of learning over time include:

* Dated teacher observations of students engaging in learning activities;
* Student self-assessment, including interviews, learning logs, conferences;
* Collections of children's work, writing, art, learning logs, etc.;
* Developmental assessments such as the "Concepts About Print" test and other instruments developed by Marie Clay;
* Assessment of reading familiar or new text through a "running record" or "modified miscue analysis".

VII. Organization of the Project

The Literacy Project is organized to provide ongoing resources and support to teachers and instructional assistants in their daily work with children and families in promoting professional growth and development that bring theory and practice into a new balance. The Coordinator of Primary Education for the Cambridge School Department, Lynn Stuart, supervises all the school-related activities and is a liaison to Lesley College. Early Childhood Resource Specialists work with teams of primary grade teachers in some schools. Consultants hired through the project provide additional school-based support. An important part of the school-based initiatives is the leadership provided by the Literacy Connections grant staff. They offer demonstration teaching and planning services to two schools, and, city-wide leadership in multicultural curriculum development and parent involvement. Teacher leadership has emerged in every school and has taken various forms - special projects such as author study, intensive child studies, new applications in writing, math connections, study of "Reading Recovery" techniques, etc.

Lesley College offers courses and institutes on developmental literacy learning led by Professor Mary Snow, the college's liaison to the project. Brenda Engel, faculty member in the Graduate Division, directs the Evaluation Study and offers courses on naturalistic inquiry. Together they also work with teachers and writing associates in the Writing Project grant based at the Longfellow School. Undergraduate and graduate students are supervised in practicum settings and both Lesley College and the Cambridge School Department support the continued leadership of Don Holdaway as mentor of the project.

B

CONCEPTS ABOUT PRINT

This instrument is designed to assess the knowledge about the print system which a child brings with him/her to school. As we have pointed out, this kind of knowledge, described as "orthographic," appears after motivational, linguistic and operational factors have begun to be established (see page 2). As we all know, it varies enormously in both kind and amount with the experience, character and home culture of the child. All children, however, have some knowledge about print and it's useful to take it into account from the start. This instrument also gives baseline "in-school" data from which development can be tracked.

Concepts About Print was developed by Marie Clay and has been used in many countries for a number of years. It is one of several methods described in Clay's book, The Early Detection of Reading Difficulty (1979) The accompanying texts, Stones and Sand are published separately in booklet form.

Adminstration: 10 minutes
Scoring: no additional time
Materials:

Score sheet with questions
Stones or Sand

SCORE SHEET

Date: _____

Name : _____ Age: _____

Recorder : _____ Date of Birth: _____

TEST SCORE /24

STANINE GROUP

PAGE	SCORE	ITEM	COMMENT
Cover		1. Front of book	
2/3		2. Print contains message	
4/5 4/5 4/5 4/5		3. Where to start 4. Which way to go 5. Return sweep to left 6. Word by word matching	
6		7. First and last concept	
7		8. Bottom of picture	
8/9		9. Begin 'The' (Sand) or 'I' (Stones) bottom line, top OR turn book	
10/11		10. Line order altered	
12/13 12/13 12/13		11. Left page before right 12. One change in word order 13. One change in letter order	
14/15 14/15		14. One change in letter order 15. Meaning of '	
16/17 16/17 16/17 16/17		16. Meaning of full stop 17. Meaning of comma 18. Meaning of quotation marks 19. Locate M m H h (Sand) OR T t B b (Stones)	
18/19		20. Reversible words was, no	
20 20 20 20		21. One letter : two letters 22. One word : two words 23. First and last letter of word 24. Capital letter	

HOJA PARA RECOGER LAS PUNTUACIONES

PUNTUACION: ____/24

NOMBRE DEL NIÑO: _____

EDAD: _____

INVESTIGADOR: _____

FECHA DE NACIMIENTO: _____

PUNTUACION EXAMEN: _____

GRUPO "STAINE": _____

PAGINA	PUNTUACION	CONCEPTO	COMENTARIOS
		1. Frente del libro.	
2/3		2. La palabra [illegible] lleva el mensaje.	
4/5		3. Donde se empieza a leer.	
4/5		4. ¿Hacia dónde seguir?	
4/5		5. Regreso a la izquierda.	
4/5		6. Pareo de palabra por palabra.	
6		7. Conceptos de principio y final.	
7		8. Parte inferior de la lámina.	
8/9		9. Comienza en "La" (Piedra) o en "Las" (Arena) en la línea de abajo, luego arriba o invierte el libro.	
10/11		10. Altera el orden de la línea.	
12/13		11. Página izquierda antes que la derecha.	
12/13		12. Un cambio en el orden de la palabra.	
12/13		13. Un cambio en el orden de las letras.	
14/15		14. Un cambio en el orden de las letras.	
14/15		15. Significado del signo de interrogación.	
16/17		16. Significado del punto (parada total).	
16/17		17. Significado de la coma.	
16/17		18. Significado de los dos puntos.	
16/17		19. Grafemas [illegible]	

PROTOCOL: VISUAL CUE WRITING SAMPLE

Whole class activity.
Time: one class period

Teacher should explain that the children are going to be writing stories. Spread set of photographs out on table. There are 24. Ask children to pick one photograph to write a story about.

Teacher can say something like, "Write a story about the picture you chose...the best story you can. Take your time and don't worry about spelling or punctuation. They won't count."

Children in bilingual classes can write their stories in their preferred language.

At end of period, gather up stories, which can be scored at a later time.

VISUAL CUE WRITING SAMPLE: Notes on Scoring

A. Productivity Count total number of words (TW)
Count total number of sentences (TS)
Score: words per sentence= $\frac{TW}{TS}$

B. Content Scale For this rating, disregard both form and length of writing. Rate according to following criteria:

1. Concrete: lists of objects, category words, introduction of action words.

   A house a man a cat

   I see a dog

2. Description: action, two or more actions, categories, qualities.

   The man is holding a dog. The dog is cute. The dog is soft.

   There are 2 girls and 2 boys. the girl is holding ahorse and a boys is reading a book. There are two books laying on a floor.

2.5 Description plus: some suggestion of feelings, more depth.

   Three friends are playing with blocks. they are friends...they are having fun. They are happy.

   The Gipsy is bad. the gypsy is brown The gypsy has a baby.

3. Imaginative in context, feelings, characteristics given to people, things in picture.

   This is in the Old Days and A litt Boys And A old man he's toking too the litt Boy the Boys lising too the old old man But The Sun Is not...The sun Is vary vary fur away.

   Bob is reading a book. He is reading about knights. The othr two kids, Jane and Greg, are playing with blocks. Jane likes horses. That is why she is playing with a wooden horse. Jane and Greg like to play together.

3.5 Imaginative in context plus: Some suggestions of things happening outside the immediate context pictured.

   I Love aples are so good i eat aples are good for you.

and me to.

This is when it's christmas and I had a good time and got a toy and it was a trian.

4. Imaginative beyond context of picture: sequence of narrative events involving characters, larger setting, outside characters mentioned.

Alternatively, elaborated description with speculation or suggested implications.

The Birthday presnt [title] Once a pound a time there lived a old women she live with her husben he had bought her a nekles. She was very happy. This is for your birthday. He wated to tack her out to drinr.

These are footprints of a bird, a dog, a horse, a person'e footprint, a mouse, a bear, a cat, in the snow and you might some footprints in you yard on a snowy day.

The snow leaves prints. The snow is wet. People do not eat snow...

4.5 Imaginative beyond context plus: added craft, style, artfulness.

Once upon a time there lived a Women and a dog. One day the Women felt ill, the dog had to make it's own food so the dog went out of his house, then he saw some berrys. So the dog ate the berrys, saw a forest. then the dog herd some strange noises....

....One day she was going to a dance at the king's palace. When she got there people were dancing so she started dancing with them. When the song was over she sat down next to the king. A slow song had come on and everybody started dancing....

5. Complex: prior and future events included; emphasis of story removed from setting; motivation; sub-plots, essay; allegory; allegory with moral. Special quality: moving, eloquent.

Once upon a time. There was a boy named Jeremy. He was in the sixth grade and was very very funny. He pretended he was going to Gwam and when H got there he kept hearing echos. He tried to runaway but the echo s got closer and closer. then he saw it. The tunnel of echo's..... [later in story] So he walked in the principals office. And said "I need to get home fast." Oh well I see. Why? Uh uh "I have to do my chores." said Jeremy. Oh well I just have talk to you. "Yes

ser" said Jeremy Well what where you doing at recess? Well ser I was pretending. That's my best subject But I can't pretend I did my home work. Well call your mother young man. Yes ser. So he did. He went home and got punished.

One cold Day in Dember there was a poor family they lived in a old house Chrismas was near. They had [no] money to boy prents to give...they didn't even have a chismas tree a little Boy wished that he could have a toy Boat his mother wished shed had a beaiful necklice with a red jem in the middle like the [one] she saw. Days past Nine more days and it's Chismas said the little Boy. Yes I know I only wish I could give you something it's okay I wish I could give something too. day past again two more day to chismas. Well tomorrow moring and its chismas said the little Boy. The little boy woke up and wint down stairs he saw a chismas tree with 4 presents under it he called his mother. It's a maracle she said. Hey look a pice of paper with writing on it said the little Boy Merry Chismas sined Santa Clos. Can we open them said the little I guess so said hes mother. So they did I got a bot and 30 Dollar and new clothes theys fit too What Did you said the boy. She open the box wow a necklice with a red jem in the middle I can't belive this she said.

C. Form Comment on punctuation, capitalization, spacing, etc:

0=None
1= Little evidence
2= Some evidence
3= Good control

PROTOCOL FOR ORAL READING TAPES

1. Have a range of loosely graded stories with accompanying texts, score sheets (optional) . Set up tape recorder, put in tape, make sure it works.

2. Explain to child you're going to tape reading, and s/he should select a favorite story to read aloud on tape.

3. Have child read aloud a few pages of favorite story. Estimate reading level of child - that is, "solid" or "comfortable" reading rather than the highest potential.

4. Show child a selection of stories at this level, reading out the titles. Say something like, "Now I want you to pick one of these stories - one that's not too hard and not too easy."

5. Explain that you will ask him/her to tell the story to you after reading. Start tape. Ask child to begin. Follow along on your text.

6. If the child reads fluently and makes no miscues (deviations from text) in the first few paragraphs, suggest a more challenging story. If the child makes an average of more than one miscue in twenty - if the story seems too difficult - suggest an easier one.

7. Interventions: rare! However, if the child gets absolutely stuck, after a few minutes, suggest, "Try that again" from the beginning of the sentence, or suggest that he skip the word and go on. If child seems totally blocked, becomes rattled, tell the word and mark it on your text as a miscue.

8. At the end of the reading, ask the child to tell what s/he remembers about the story. After spontaneous retell, you may ask open-ended questions like, " and do you remember anyone else?" and "did anything else happen?" and "if you were going to tell this story to someone else, can you say what it's about in just a few sentences." The child can be allowed to look back at text to refresh memory Turn off the tape recorder.

9. Be sure to label tape: Child's name, date, title of both favorite text and recorded text. Also name of child and date on tape case. Staple score sheet to text.

RETELLING

1. Tell the child before she/he begins the reading that you're going to ask her to tell what she remembers about the story when she finishes it.

2. When the child has finished reading, ask her to tell you the story in her own words.

3. On the back of the miscue recording sheet, jot down what the child says. Although you may make encouraging noises like "M-m-m-m," do not interrupt the spontaneous retelling until she finishes.

4. When the child has come to an end of her story, you may elicit more detail and information in an open-ended manner, being careful not to say more than has been given you in spontaneous retelling. Children often know a great deal more about the story than they at first say. Your questions might include:

   a. Do you remember anyone else in the sory?
   b. What do you remember about them?
   c. Do you remember anything else that happened?
   d. Where did the story take place?
   e. If you were going to tell this story to someone else, and you wanted to tell what it was about in just a few sentences - in a nutshell - what would you say?

Note: It is not necessary for the child to close the book or put away the text in the retelling. This is not a test of memory. We want to find out how the child has <u>understood</u> the story.

CODING THE MISCUES

Code the miscues in the margin . Any systematic markings are acceptable. The following are the ones we use.

✓ - meaningful miscue
X - meaningless miscue
C - self-correction

1. Substitutions

Write the substitution over the text word and count as one .

They were very party pretty monsters

2 Omissions

Circle the word/phrase/line and count as one

Omission of a whole page: count as one and subtract the word count for that page from the total running words for the selection.

3. Insertions

Mark with a carat ^ in the text and count as one

...in the wide ^ whole

4 Reversals

said she count as one

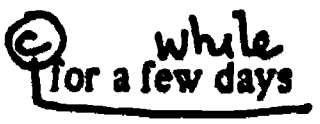
5. Repeated miscues

Proper names: Mosi/Schenectady count the miscue once
Other:
identical: ship/sheep (over and over) count once
different: sheep/ship , sheep/shape, ship/shop count each time

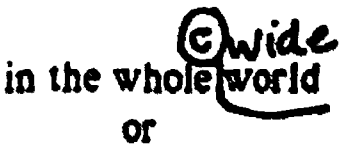
6. Self-corrections

Indicate self corrections in the text

If there is a rerun, mark that in the text



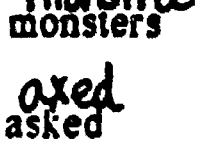
Reruns are an important strategy for confirming meaning, so the coder needs to know whether the reader said



or

7. Dialectical miscues

These are miscues that seem to be coming from English as a second language or from a different dialect of English. They are often seen in tenses and plurals. Do not count as miscues. Mark dialectical miscues (D) in the text if you want to keep track of them.



8. Punctuation and Phrasing

Some readers disregard print conventions such as punctuation and speech markers. Omissions of puctuation may be shown as other omissions, by circling. A / may indicate a long pause, and a ∪ in the text for elisions. Not counted as miscues, but may be mentioned in summary comment on the record sheet.

9. Count the total number of miscues, the meaningful miscues, and the self-corrections.

ORAL READING APPRAISAL FORM

Student _____ D.O.B. _____

Grade _____ Teacher _____ School _____

Evaluator_____ Date of reading _____

"Favorite book" read _____

Graded text read _____level _____

SCORE

Word-by-word accuracy % $\frac{\text{number words - miscues + self-corrections}}{\text{total number words}}$ ___

Miscues:

a. Total number miscues ☐

b. Number miscues supportive of meaning ☐

c. Number miscues not supportive of meaning ☐

$\frac{b}{a}$ = ___

d. Successful correction attempts ☐

$\frac{d}{a}$ = ___

Comprehension (retelling) ___

(1= fragmentary, 2=partial, 3= fairly complete, 4= full and complete)

COMMENTS

EXCERPTS FROM TEXTS

level 4

"Yes," said the bunny.
"We can have the party at
my house."

level 14

Frank was studying to be a teacher. Every Thursday and Friday morning he came to Applegrove School to help out. His special project was helping Tony to become a good reader.

level 21

Now scientists know that the sun causes the Northern Lights. From time to time there are electrical explosions on the sun. A few days later electrons arrive near the Earth. Some reach the Earth, but most don't. They remain above the Earth and make up the shimmering display. A large amount of electricity flows along the aurora. It causes static on radios and telephones in parts of northern Canada.

Of course, researchers still want to know more. They are sending up rockets to probe the sky for more information. Seven Canadian satellites will carry special equipment including high-speed television cameras. This new technology will tell us further secrets of the Northern Lights.

level 1 (Spanish)

Papa le da miel a Saso.

Saso come.

level 14 (Spanish)

Juan Fachas era un lobo malvado. Le caía mal a la mayoría de los habitantes del bosque y muchos de ellos le tenían miedo. ¡Pero Alejo el conejo, Donoso el oso y Rodentino la ardilla no le temían!. Al contrario Juan Fachas tenía miedo a Donoso el oso. Donoso cuidaba al conejo y a la ardilla del lobo. Vivían juntos en un árbol hueco.